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A NEW APPROACH TO CURRICULUM EVALUATION.

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THE FEASIBILITY OF USING AN ITEM-ANALYSIS APPROACH FOR THE EVALUATION OF AN INNOVATIVE NINTH-GRADE CURRICULUM WAS EXPLORED. A POOL OF TEST ITEMS WAS DEVELOPED, FOR EACH OF THE THREE UNITS TO BE EVALUATED, BY EXAMINING ENGLISH TEXTBOOKS AND TEACHER'S GUIDES, AND BY WRITING ITEMS THAT REPRESENTED THE MAJOR OUTCOMES EXPECTED OF EACH OF THE UNITS--SATIRE, USES OF LANGUAGE, AND SYNTAX AND RHETORIC OF THE SENTENCE. ALL OF THE ITEMS IN THE POOL WERE ADMINISTERED TO EXPERIMENTAL AND CONTROL GROUPS, AND THE RESULTS COMPARED WITH RESULTS OF A CRITERION TEST (A FEW REPRESENTATIVE ITEMS GIVEN TO A REASONABLY LARGE SAMPLE OF STUDENTS). THE INVESTIGATOR CONCLUDED THAT THE ITEM POOL APPROACH MAY PROVIDE MORE USEFUL INFORMATION FOR THE CURRICULUM BUILDER THAN THE CRITERION TEST APPROACH, AND SUGGESTED FURTHER REFINEMENTS TO MAKE THE POOL APPROACH MORE USEABLE AS A MAJOR MEANS OF CURRICULUM EVALUATION. ORIGINAL PLANS CALLED FOR AN ANALYSIS OF THE POOL TEST ITEMS TO BE MADE IN COMPARISON WITH RESULTS OBTAINED FROM A PUBLISHED ENGLISH TEST. THIS PLAN WAS DROPPED AFTER EVALUATION OF THE AVAILABLE TESTS. FEW TESTS WERE FOUND THAT COULD BE USED TO ASSESS THE OUTCOMES OF THE NEBRASKA ENGLISH PROGRAM. ITEMS SELECTED FOR THE CURRICULUM UNIT TESTS AND THE RESULTS OF THE EVALUATIONS OF THE PUBLISHED TESTS AND OF THE TEST ITEMS IN THE TEXTBOOKS ARE INCLUDED IN THE REPORT. (AL)

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COOPERATIVE RESEARCH PROJECT NO. 426

KENNETH D. ORTON, Ph.D.

THE UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA

1966

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Dr. Douglas Sjogren initiated this project with USOE and then shortly after sending in the proposal accepted a position at Colorado State University. The author had read through the proposal and was generally sympathetic to the problem and to the Nebraska English program. It was a rather easy task then to answer in the affirmative when Dr. Sjogren asked if the author would direct the project in his stead if and when it was accepted. Dr. Sjogren deserves full credit for the ideas which are the basis for this proposal, and for the fact that the project ever existed.

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Chapter I

STATEMENT OF THE PROBLEM

Traditional methods of curriculum evaluation, based on test technology and the use of the experimental method, are no longer considered the only or the best methods. Forehand (1964) avers that the experimental curriculum cannot be treated as a unitary or independent variable, and further, attempts to define a control group that differs only with respect to the "central innovative idea" of the experimental curriculum, is difficult. Forehand suggests that a number of new strategies need to be considered and empirically investigated.

Heath (1962) is in general agreement with Forehand, but perhaps for a different reason. He states that in the evaluation of new curricula the evaluator can be legitimately concerned with many types of inquiry. But one question, often asked and inherently unanswerable, is "Which curriculum, the old or new, is better?" Heath's argument is that the usual criterion instruments used in a study designed to answer that question are usually designed to measure achievement in only one of the curricula. One of the curricula will surely look superior on the basis of such a comparison. Heath's arguments suggest the development of new approaches to the evaluation and testing of curricula.

Cronbach (1963) has suggested the use of item analysis data as one new approach to curriculum evaluation. Rather than to administer a usual criterion test composed of the same sample of items to a large pool of students, he has suggested that a large pool of items be written from which relatively small samples may be drawn and administered to different samples of students. In the latter instance the curriculum evaluator has some information on a wide range of item types from the entire pool and by compiling information on item difficulty and item correlations could identify those elements of the curriculum which need revision.

Since the advent of the Nebraska University Curriculum Development Center (referred to hereafter as the Curriculum Center) in 1961 and the subsequent development of a K - 12 English curriculum, the Curriculum Center has been involved with the evaluation of its product. The availability of the materials of the Curriculum Center and the use of students in the try-out population as subjects made it possible to try a new approach to curriculum evaluation. The approach set down by Cronbach seemed to have merit.

Purpose

The purpose of this investigation was to explore the feasibility of using an item analysis approach in evaluating new curricula. This approach presumes that "adequate" pools of items can be established for particular units of the new English curriculum at the ninth-grade level. The means of comparison will be the contrasting of item data collected by use of a "usual" criterion test composed of a limited number of items with item data secured for a relatively large pool of items administered a few at a time to each student.

Review of Literature

The Curriculum Center has received considerable financial support since its inception in 1961. It was initiated by monies from the Woods Charitable Fund and The University of Nebraska, and later received funds from the U. S. Office of Education. It is one of the curriculum centers in the nation which is attempting to set down a series of comprehensive courses of study which will integrate into an overall-structure. The Piaget-Bruner views have greatly influenced the structure of the new English curriculum at the University of Nebraska. The aim of the Nebraska Curriculum Center as stated in the proposal is that of "creating a systematic program in (English) composition . . . (that would) lead the student, step by step, to a competent knowledge of prose discourse and a mastery of its resources." At this stage the curriculum is not considered to be a final product. The directors of the Center are attempting to evaluate their efforts in a variety of ways, and through these evaluations modify the curriculum towards a relatively final state.

One means of evaluation has been the teachers' reactions to the materials through their experience with them. These reactions and the correlated recommendations have been useful guides to revision, but do not constitute a powerful check on the efficiency of the program. At this juncture more objective techniques of evaluation have been initiated. For example, a longitudinal study of the syntax and content of children's compositions (grades 2 - 6) is now being conducted by one of the members of the Curriculum Center. The study reported here will be done using selected units of the ninth grade curriculum. Others will follow depending on the outcome of these feasibility investigations.

Concurrent to the efforts of the curriculum centers to evolve more effective courses of study, and in fact stimulated by their need to establish means for effective evaluation of their product, a loosely-arranged group of persons who might be called curriculum evaluators have debated the several alternative routes to the problem. In part, the views of Forehand, Heath, and Cronbach have previously been cited. An elaboration of their views will follow.

The major arguments for considering some new approaches to curriculum evaluation rather than the usual "experimental" curriculum versus the "control" curriculum were that:

(1) The experimental curriculum cannot be treated as a unitary independent variable; there are too many variables within that variable to make this assumption (Forehand, 1964).

(2) It is nearly impossible to define a control group which differs only with respect to the "central innovative idea" of the experimental curriculum (Forehand, 1964).

(3) A test designed to determine the effectiveness of curricula must of necessity favor (be based on the objectives of) either the "old" or the "new" curricula. Therefore, it is impossible to answer the question of "which is better" (Heath, 1962).

(4) These experimental-control comparisons often result in average test score differences which are quite small relative to the wide differences among and within classes taking the same courses (Cronbach, 1963).

(5) Only present versions of the curricula are compared; extensive efforts to bolster the "inferior" curriculum may result in a new "winner" (Cronbach, 1963).

(6) Attempts to equate the classes associated with the different curricular patterns are almost never successful. The teacher(s) and group(s) using the "experimental" curriculum will typically put forth greater effort thus contaminating the results with factors other than the several that are part of the new curriculum (Cronbach, 1963; Forehand, 1964).

The above arguments suggest some shifts in attacking the problem of curriculum evaluation, but they do not suggest that curricular patterns should no longer be compared. Rather, the questions asked should be, "What are the attainments which result from the new curriculum?" "What attainments associated with old curriculum are not associated with the new curriculum?"

The kinds of questions asked in the latter instance do not depend on a single test instrument with but a single total score to be used as the criterion measure. These questions suggest a more analytical approach to the problem of evaluation involving a number of sub-tests and scales with multiple comparisons resulting.

Persuing this line of reasoning, some of the new approaches suggested in evaluating curricula follow below:

(1) Elements of the curriculum may be isolated for study. One example cited would be that the attitudes of the teachers of the new curriculum could be assessed and related to student performance. Or the effects of special teacher training program on the use of new materials could be related to performance (Forehand, 1964; Cronbach, 1963).

(2) Descriptive data of the performances of the samples of students taking the new materials should provide valuable information for the curriculum developer (Cronbach, 1963; Forehand, 1964; Walbesser, 1963). Any number of observations, tests, and scales could be employed to determine the effectiveness of the elements of a new curriculum. For example, certain behaviors could be assessed at several points during the school year and the results plotted graphically against the introduction of curriculum elements. The use of item data as was suggested by Cronbach and as will be employed in this study is another example.

(4) Observations of the interactions of teachers with pupils may provide some useful information for the curriculum developer (Forehand, 1964). This technique provides a check on the teacher's use of the materials and ideas of the curriculum developer.

(5) Small scale studies of alternative versions of the same course may yield much more useful information than field trials (Cronbach, 1963). The point of this method is to reduce the numbers of differences in treatments to be controlled and to provide feed-back to the developer before the course materials become static.

(6) The development of new test instruments has been suggested (Heath, 1962). Heath's (1964) instrument designed to test cognitive preferences and the "Tab Test" of Glaser, Damrin, and Gardner (1964) are examples of kinds of instruments which differ from the usual evaluation instruments.

Objectives

The objectives of this investigation are listed below.

(1) Many published and unpublished instruments purport to measure outcomes of English or language art courses. One purpose of this study is to examine these instruments to determine which are most useful for measuring the outcomes of the new English curriculum, and at what grade levels they are most useful.

(2) A pool of items will be developed for each of three units of ninth-grade material (Satire, Uses of Language, and Syntax and Rhetoric of the Sentence have been selected).

(3) Using the pools of items developed as per the second objective, the item data for the entire pools administered a few at a time to large samples of students will be compared with the results of a usual criterion test (a few representative items given to a relatively large sample of students).

Chapter II

PROCEDURES

Procedures for the First Objective

The primary sources of tests of English were obtained from Buros's Fifth Mental Measurements Yearbook and Tests in Print. Each of the test companies who advertised English tests was contacted and specimen test sets were secured. In addition, companies who publish English tests and supplementary materials were contacted if there was a chance that their authors may have produced sets of items to be used with that particular text or for specific units within.

As the materials arrived two persons with training in the new English curriculum as developed by the Curriculum Center evaluated the tests relative to their appropriateness for assessing the effectiveness of the Nebraska English curriculum. Reports were written which included the title of the test, a statement of the test format, a description of the areas assessed, and a statement of the appropriateness of the test for use with the Nebraska English program.

After the majority of reports were completed the writer, the co-directors of the Curriculum Center, and the evaluators met to discuss the accuracy of the reports, and to identify any particularly promising instruments. A report of the results of those instruments and items which are promising and a listing of those materials which were not considered useful will be made in the results section.

Procedures for the Second Objective

The three units selected from the ninth-grade curriculum for inclusion in this study were Satire (literature), Uses of Language (language), and Syntax and Rhetoric of the Sentence (composition). The pools of items for each unit were constructed by a research assistant with training in the Nebraska English curriculum and some special instruction in item writing. She was instructed to write items which would represent the major outcomes of each of the units, and for the items to be written as simply as possible. It was hoped that these instructions would yield a number of items that would be so easy for those who have had the unit that they could be labeled mastery items.

After a preliminary list of items was developed by the item writer, teachers in the try-out schools for the ninth-grade curriculum and personnel in the Curriculum Center reacted to the items in terms of their representativeness and their clarity. The preliminary list was then rewritten with some deletions and additions, and the reactions of these persons were again sought until the final list of items for each unit was completed.

At this point the items should have been tried out in the ninth-grade classrooms in one of the Curriculum Center's cooperating schools to gain some additional information as to the clarity and difficulty level of the items. This step was omitted because in several instances the cooperating schools were teaching or were about to teach the unit under consideration, and if the study was to be completed this year the items must be administered at a given time. It should be obvious that item data collected during a try-out phase would not be used in the typical manner, but would have served only as a check on item ambiguity and clarity. However, some extremely difficult items may have been revised had this precaution been possible.

The procedural phase of the second objective resulted in eighty-four multiple choice items for the unit on Syntax and Rhetoric of the Sentence, eighty-three items for the unit on Uses of Language, and sixty-four items for the unit on Satire with a total pool of 231 items.

Procedures for the Third Objective

During the time that the pools of items were being developed, the schools cooperating with the Curriculum Center were contacted to determine the extent of their participation in the Nebraska English program. Those schools which were involved in ninth-grade programs were asked to participate in this study by sending a schedule of the units they planned to teach during the school year. The goal was four random samples of one-hundred students each for each unit. Some of the students served as subjects for all three units when their unit schedule was favorable.

Of the four random samples, two were tested prior to being exposed to the units and two were tested after they were taught the unit. One of the samples (A) responded to the entire pool of items by taking ten to fifteen items selected at random for each student before exposure to the unit. The second sample (B) responded to the same pool of items administered in the same manner after exposure to the unit. The third sample (C) responded to a small number of items selected from the pool of items to be representative of the unit (the usual criterion test approach) before exposure to the unit. Finally, the fourth sample (D) responded to the same identical items as the C group only after exposure to the unit. This general process of data collection was followed for each of the units with the following exceptions.

For the unit on Satire it was necessary to use eighth-grade students for the pre-test data (groups A and C). By the time the test items on Satire were in finished form all the ninth-grade students who were involved in the new English curriculum had been exposed to the unit. As this occurred toward the end of the school year the writer can find little problem in this modification. The eighth-grade students selected were deliberately taken from the same schools that were involved in the post-testing situation.

Table 1 shows the schools involved in the study, the number of students in each condition from which the final 100 subjects were drawn at random, and the condition to which each school was assigned. Several differences in the research methodology need to be discussed at this point.

The administration began with the items on the unit of Syntax and Rhetoric of the Sentence, but the completion of the administration at that point was impossible because of the different schedules for teaching the units. In the earlier stages of collecting the data the writer tried to re-administer the items in the post-test position to those schools who participated in the pre-testing. Thus Arbor Heights Junior High in Omaha is in both test positions under the heading Criterion Test on the Table. The same is true of York Junior High under the heading Sampling of Item Pool on the Table. It would seem that comparison of gains by the same students as compared with gains by two different samples of students would prove to be of interest. These data will be reported in the Chapter on results.

It should also be noted that there are only 67 students instead of 100 or more in the Post-Test position under the heading Criterion Test for the unit on Syntax and Rhetoric of the Sentence. One teacher which had planned to teach the unit toward the end of the school year simply ran out of time; it was not possible at that point to make arrangements for a replacement school.

Finally, since the point of the comparisons was to be between the usual criterion test technique and the sampling of item pool method, for the units of Satire and Uses of Language an effort was made to administer approximately half the class the criterion test and the other half the sampling of item pool tests. This technique should result in less variation among the subjects for the comparisons of import. Thus in Table 1 one

TABLE 1

THE SAMPLING SCHEME BY UNIT AND TESTING POSITION

SATIRE

Sampling of Item Pool		Criterion Test	
Pre-Test (A)	N	**Pre-Test (C)**	N
Everett 8th, Lincoln	76	Everett 8th, Lincoln	85
Irving 8th, Lincoln	50	Irving 8th, Lincoln	57
	126		142
Post-Test (B)	N	**Post-Test (D)**	N
Everett, Lincoln	72	Everett, Lincoln	97
Grand Island	23	Grand Island	29
Irving, Lincoln	55	Irving, Lincoln	49
	150		175

SYNTAX AND RHETORIC OF THE SENTENCE

Sampling of Item Pool		Criterion Test	
Pre-Test (A)	N	**Pre-Test (C)**	N
Irving, Lincoln	95	Arbor Heights, Omaha	155
York	52		
	147		155
Post-Test (B)	N	**Post-Test (D)**	N
Everett, Lincoln	103	Everett, Lincoln	67
Repeat Test	N	**Repeat Test**	N
York	52	Arbor Heights, Omaha	153

USES OF LANGUAGE

Sampling of Item Pool		Criterion Test	
Pre-Test (A)	N	**Pre-Test (C)**	N
George Norris, Omaha	26	George Norris, Omaha	31
Grand Island	78	Grand Island	71
	104		102
Post-Test (B)	N	**Post-Test (D)**	N
Everett, Lincoln	80	Everett, Lincoln	85
Irving, Lincoln	49	Irving, Lincoln	53
York	23	York	30
	152		168

will note that the names of the same schools appear in the A and C positions and also in the B and D positions of the Table of those two units (Satire and Uses of Language).

The statistical analysis of the results will be the item difficulties for each sample, the item difficulties for the two samples of each testing method combined, the phi coefficient for the two samples of each testing method, and finally, test data including "t" test comparisons of the pre- and post-test groups who took the criterion test.

Chapter III

RESULTS

The results reported herein will be presented in the same sequence as the objectives.

Evaluation of Available English Test Instruments

English tests were evaluated relative to their usefulness for assessing the outcomes of the Nebraska English program. The purpose of this phase of the study was to locate tests which would be especially useful for the new curriculum at the ninth-grade level. However, test materials at other grade-levels were also secured and evaluated.

Tests of Value

Following are rather brief summaries of those tests which seemed to hold some promise for evaluating the new curriculum:

1. Tests for Adventures in Reading. Chicago: Harcourt, Brace, & World, Inc., 1963.

Tests are based on selections in Adventures in Reading, Laureate Edition. Most of the items and units test one's ability to memorize factual knowledge. The section that seems to have value in assessing the new English curriculum is entitled, "The Epic Tale." The Odyssey is the tale on which the assessment is based. There are two sections or kinds of tests used.

a) The first section is entitled, "Understanding the selection." The items in this section are four response, multiple-choice items which are based on recall of incidents, names, and places. Following is an example:

"When Odysseus and his men entered the Cyclops' cave, they found that

a. he was in great pain

b. a feast was ready in their honor

c. a message awaited them

d. he was not there." p. 95

b) The second section is entitled, "Appreciating characterization in the epic." The same kind of items are used to test understanding of the character. Following is an example:

"Which description does not fit Odysseus? He is

a. considerate but determined

b. vain and inclined to boast

c. self-reliant and inventive

d. meek and quiet." p. 98

Both sections contain items that are useful in testing the Epic Unit as taught to ninth-grade students in the new English curriculum.

2. Ullman-Clark Test on Classical References and Allusions. Iowa City: Bureau of Educational Research and Service, 1928.

Some of the items are directed to the Odyssey and would therefore be appropriate to use for the Epic Unit at the ninth-grade level. The items are five response, multiple-choice style and are based on highly factual information.

3. Iowa Tests of Educational Development. Chicago: Science Research Associates, 1960.

A general test of educational change presented in multiple-choice format. Three sections pertain to English. The first appropriate section is entitled, "Correctness and Appropriateness of Expression," and has as its purpose the assessment of one's ability to identify poor writing, inappropriate choice of words, faulty sentence structure, and careless organization. The spelling portion of this unit is not appropriate for the Nebraska English curriculum, but the remainder is.

The second section on English is, "Ability to Interpret Literary Materials." It consists of items over two selections of poetry and seven selections of prose. Although the skills assessed by this unit are not related to a specific unit the objectives underlying the test are clearly congruent with the Nebraska English curriculum.

The final section on English is, "General Vocabulary." Since the words are given out of context this kind of vocabulary test would be meaningless for the Nebraska English curriculum.

4. Step Communication's Skills Tests (Reading, Writing, and Listening). Princeton: Educational Testing Service, 1956.

There are three sections, one to cover each of the basic communication skills of reading, writing, and listening. The items are multiple-choice.

Of these sections the one on writing is appropriate for the Unit on Syntax and Rhetoric of the Sentence at the ninth-grade level of the Nebraska English curriculum. In this test the student is required to choose correct sentences for the contexts of given paragraphs. There is emphasis on clarity and revisions. The students are required to find flaws in given paragraphs. The test is well done, and can be purchased separately from the remainder of the battery.

Tests of Little Value

The majority of the tests evaluated are of little value in assessing the effectiveness of the Nebraska English curriculum. The major differences between the tests and the curriculum is the dependence of the tests on rote memory items based on traditional English. Following is a list of those tests which were evaluated, but are not considered useful:

1. Objective Test in Constructive English. Logan, Iowa: The Perfection Form Co., 1964.

2. Cooperative Inter-American Tests. Princeton, New Jersey: Cooperative Test Division, Educational Testing Service, 1950.

3. *National Achievement Test.* Rockville Centre, New York: Acorn Publishing Co., 1939.

4. *English and American Anthology Tests.* Logan, Iowa: The Perfection Form Co., 1959.

5. *The Perfection Book Review Tests.* Logan, Iowa: The Perfection Form Co.

6. *Objective Tests in English.* Logan, Iowa: The Perfection Form Co., 1965.

7. *Ohio Scholarship Tests (Every Pupil).* Columbus, Ohio: State Department of Education.

8. *Manchester Semester-End Achievement Tests: Ninth Year English Fundamentals.* North Manchester, Indiana: Bureau Of Tests.

9. *Outside Reading Test.* Portland, Maine: J. Weston Walch, Publisher, 1964.

10. *Step Essay Test.* Princeton, New Jersey: Cooperative Test Division, Educational Testing Service, 1957.

11. *Rigg Poetry Judgement Test.* Iowa City, Iowa: Bureau of Educational Research & Service, Extension Division, University of Iowa, 1942.

12. *Cooperative English Tests.* Princeton, New Jersey: Cooperative Testing Service, Educational Testing Service, 1960.

13. *An Awareness Test in 20th Century Literature.* Atlanta, Georgia: Turner E. Smith & Co., 1937.

14. *Every Pupil Scholarship Test.* Emporia, Kansas: Bureau of Educational Measurements, Kansas State Teachers College, 1964.

15. Novelty Grammar Tests. Portland, Maine: J. Weston Walch, Publisher, 1961.

16. Iowa Tests of Basic Skills. Boston, Massachusetts: Houghton Mifflin Company, 1964.

17. Eaton Diagnostic-Accomplishment Tests in English. Ridge Manor, Florida: Ridge Manor Publishing Company, 1966.

18. The New Eaton Literature Tests. Ridge Manor, Florida Publishing Company.

19. Tressler English Minimum Essentials Test. Indianapolis, Indiana: The Bobbs-Merrill Company, Inc., 1941.

20. SRA Achievement Series, Multilevel Edition Form D. Chicago, Illinois: Science Research Associates, Inc., 1963.

21. SRA Achievement Series, Reading 1-2 Form D and Grades 2-4 Form D. Chicago, Illinois: Science Research Associates, 1964.

22. Survey of Language Achievement, California Survey Series, Junior High Level. Los Angeles, California: Calfornia Test Bureau, 1957.

23. English Tests for Outside Reading. Toulon, Illinois: Published by Henrietta Silliman, 1939.

24. Essentials of English Tests. Minneapolis, Minnesota: American Guidance Service, Inc., 1961.

25. Manchester Unit Elementary Tests (3rd, 4th, 5th, & 6th grades). North Manchester, Indiana: Bureau of Tests.

26. Manchester Unit Elementary Tests (7th & 8th grades). North Manchester, Indiana: Bureau of Tests.

27. Manchester Semester-End Achievement Tests, (9th grade). North Manchester, Indiana: Bureau of Tests.

28. Rinsland-Beck Natural Test of English Usage. Indianapolis, Indiana: The Bobbs-Merrill Company, Inc., 1958.

Few tests are available which are appropriate for testing outcomes of the Nebraska English curriculum. As a consequence, of this finding that part of the study in which an appropriate test was to be administered at the end of the year to all members of the samples was dropped. The idea was to analyze the items on the basis of these results. The analysis presumes an adequate system of evaluation.

Evaluation of English Test Instruments and Test Items Made Available by Book Publishers

After securing and evaluating a number of English tests with the expectation that several would not be of value, but with the hope that a greater number than was would be of use in evaluating the Nebraska English curriculum, a number of English books and their accompanying teacher's manuals were acquired. Only those materials which showed some promise of yielding some well-written items which would be applicable to the new English curriculum were ordered. In the section immediately following those materials which appear to be of value are reported.

Materials Applicable to the New English Curriculum

1. Noble and Noble Comparative Classics. New York: Noble and Noble, 1965.

Items are based on a series of books on literature. The items are a variety of types such as true-false, multiple-choice, completion, and essay. They assess both factual information and understanding, and penetrate the central ideas of the works. The major drawback in use of these items is that the literature presented in this series does not correspond with the literature in the new English curriculum. The scope of this series is much narrower and the items based on it may be useful in stimulating further quality items based on other literature.

2. Roberts, Paul. The Roberts English Series. New York: Harcourt, Brace, and World, 1966.

The items are written in direct correlation to the text, and are primarily multiple-choice and completion. They test application of knowledge and factual information as related to literature. The main feature of this series is that the syntactical approach to grammar is much like that of the Nebraska English curriculum. Attempts are made to correlate the study of literature and the learning of grammar. Good literature is used. Some original composition is done. The test items are not of great value for the Nebraska English curriculum because of their close correlation to the series. They may provide some useful examples, if not actual items for use with the Nebraska English curriculum.

3. Postman, Neil et al. Exploring Your Language. New York: Holt, Rinehart, and Winston, Inc., 1966.

Multiple-choice, completion, and original composition items are included in this text. The purpose of these items is to provide practice for the students in applying what he has learned from the text. The book, and the items, emphasize many of the things that are in the Nebraska English Curriculum. There is a formistic approach to grammar. Tone, purpose, and structure are studied intensively with an eye to improving the student's writing style. Many of the practice items could be used in the classrooms using the Nebraska English curriculum even though they cover a narrower range of material.

Materials of Little Value to the Nebraska English Curriculum

Below is a list of those texts or series which were scrutinized for useable items, but were found wanting:

1. Bailey, Matilda et al. Our English Language, Third Edition. New York: American Book Co., 1963.

2. Bracken, Dorothy Kendall; Ruth Marie Moscrip; and Norma Gillett Rehder. Building Better English. Evanston, Illinois: Row, Peterson, and Co., 1962.

3. Burrows, Alvina Trent et al. American English. New York: Holt, Rinehart, and Winston, 1962.

4. Dawson, Mildred A. et al. Language for Daily Use. New York: Harcourt, Brace, and World, 1959.

5. Fay, Leo C. Curriculum Motivation Series. Chicago: Lyons and Carnaham, 1965.

6. Globe Book Company Series. New York: Globe Book Company, 1963-66.

7. Hall, C. Reid et al. Grim Elementary English. Boston: Ginn, 1963.

8. McKee, Paul et al. Language for Meaning Series. Cambridge: Houghton Mifflin Co., 1956.

9. Monroe, Marion; Ralph G. Nichols; W. Cabell Greet, and Helen M. Robinson. Learn to Listen, Speak, and Write. Chicago: Scott, Forsman, and Company, 1964.

10. Pollach, Thomas Clark et al. The Macmillan English Series. New York: Macmillan and Company, 1963.

11. Shane, Harold G.; Mary York; Florence K. Ferris; Edward E. Kemer. Using Good English. River Forest, Illinois: Laidlow Brothers, 1961.

12. Stegner, Wallace E. et al. Modern Composition. New York: Holt, Rinehart, and Winston, 1965.

13. Wolfe, Don M. et al. Enjoying English. Syracuse, New York: The L. W. Singer Co., 1965.

14. Wolfe, Josephine B. English Your Language. Boston: Allyn and Bacon, 1963.

Results of Item Writing Phase

The items which were finally selected for inclusion in the tests on Satire, Uses of Language, and Syntax and Rhetoric of the Sentence are presented in Appendices A, B, and C. As was noted earlier, some extremely difficult items are included in the tests. This may have been due to the omission of a try-out stage, but more likely was due to the conceptions of the item writer and the investigator as to the proper procedure for selecting 75 to 100 items for a unit. If one is to properly sample an area with a relatively small number of items then it follows that the majority of items written on the major objectives of the unit will more probably require application types of items rather than the more factually oriented problems. As one moves away from the fact and knowledge type of question to the application type of question, the task of writing items which are easy and which may discriminate becomes more difficult.

To have sampled minor objectives (details, facts, and some secondary principles) would have surely allowed an even greater element of chance to operate in that the results would have depended in part on whether or not a particular teacher properly emphasized that detail, or perhaps whether she even had time to teach such detail to classes of lower ability. Ultimately this more detailed kind of information is crucial in developing a sound curriculum. Investigations of greater scope and duration would not be faced with the restrictions of this investigation, and the investigator could develop a variety of items which varied in scope (knowledge to application) and difficulty (mastery to highly discriminating).

Results and Discussion of Item and Test Analyses

The third objective was to compare the effectiveness of the Sampling of an Item Pool approach, which will be referred to hereafter as the Item Pool (IP) approach, with that of the

Criterion Test (CT) approach. The main purpose of the study was to test the hypothesis that the IP approach would prove to be a more useful means of judging the effectiveness of curricula. It is assumed that the multivariate objectives of curricula are best assessed when the curriculum builder has several items representing a variable rather than only one or so as in the case of the usual Criterion Test approach.

Results on Syntax and Rhetoric of the Sentence

The results of the item anaylses on Syntax and Rhetoric of the Sentence (hereafter known as Syntax) are presented on Tables 2 through 7. Several comments are in order about the data associated with this unit, but which also apply to the data of the two units to follow.

First, the N's for the item data of the IP and CT approaches are not the same. The CT approach is always based on 100 cases in each of the pre- and post-test positions (except in instances where some students did not respond to a given item) whereas the IP approach is based on approximately 15 cases each in the pre- and post-test positions with variations as low as seven and as high as twenty. This latter fact is the result of administering only a few items to each of 100 students in the pre- (or post-) test positions. Thus using the IP approach results in less information per item, but some information about a greater number of items when using the same sample size as the CT approach. Additionally, the fact of less information per item complicates the comparison

TABLE 2

ITEM ANALYSIS DATA ON GENERAL INFORMATION OF THE SYNTAX AND RHETORIC OF THE SENTENCE UNIT

	Item Pool			Repeat Item Pool				Criterion Test			Repeat Criterion Test		
Item Number	Phi Coeff.	Difficulty Pre	Post	Phi Coeff.	Difficulty Pre	Post	Item Number	Phi Coeff.	Difficulty Pre	Post	Phi Coeff.	Difficulty Pre	Post
1	.14	50	64	.81	25	100							
2	-.26	11	00	-.48	14	11							
3	-.37	67	30	.28	50	78							
4	.06	70	75	.10	75	83							
5	.42	25	67	.36	17	50	1(5)	.30	26	55	.13	30	43
MEDIAN	.06	*A50 **C25	A64 C67	.28	A25 C17	A78 C50	MEDIAN	.30	26	55	.13	30	43

* Denotes all items in the pool
** Denotes only those items on the criterion test

TABLE 3

ITEM ANALYSIS DATA ON
REPETITION
OF THE SYNTAX AND RHETORIC OF THE SENTENCE UNIT

	Item Pool			Repeat Item Pool			Criterion Test				Repeat Criterion Test		
		Difficulty			Difficulty				Difficulty			Difficulty	
Item Number	Phi Coeff.	Pre	Post	Phi Coeff.	Pre	Post	Item Number	Phi Coeff.	Pre	Post	Phi Coeff.	Pre	Post
69	.10	30	40	-.48	33	00							
74	.07	21	27	-.12	38	25							
75	-.13	54	42	.31	25	57							
76	.02	85	86	-.26	83	60							
77	-.02	36	33	.39	33	75							
78	.26	25	50	.54	00	43							
79	-.46	33	00	-.66	50	00							
80	.18	14	30	.04	25	29							
81	.29	11	36	.50	00	50							
82	-.36	67	31	.80	25	100							
83	.19	07	20	.00	00	00							
84	.17	20	36	.05	25	30							
85	-.37	91	58	-.26	67	40	14(85)	-.02	73	72	.25	71	91
86	.04	12	15	-.17	50	33	15(86)	-.15	57	42	.04	54	59
87	.08	14	20	.35	00	20	16(87)	-.03	33	30	.11	28	38
MEDIAN	.08	*A^{25} **C^{14}	A^{33} C^{20}	04	A^{25} C^{50}	A^{33} C^{33}	MEDIAN	-.03	57	42	.11	54	59

* Denotes all items in the pool
** Denotes only those items on the criterion test

TABLE 4

ITEM ANALYSIS DATA ON
THE SENTENCE PATTERN
OF THE SYNTAX AND RHETORIC OF THE SENTENCE UNIT

	Item Pool			Repeat Item Pool			Criterion Test				Repeat Criterion Test		
Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post	Phi Coeff.	Difficulty Pre	Difficulty Post	Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post	Phi Coeff.	Difficulty Pre	Difficulty Post
6	.04	07	09	-.03	17	14							
7	-.19	81	65	.18	75	89	2(7)	-.17	82	67	-.14	85	74
8	-.29	17	00	-.32	17	00							
9	-.10	43	33	.36	71	100							
10	.02	58	60	.05	67	71							
11	.04	27	30	.45	60	100							
12	-.14	50	36	.19	67	83	3(12)	.09	39	48	.30	39	68
13	-.05	86	82	-.17	100	89							
14	-.14	56	42	.18	56	75							
15	.20	31	50	.49	11	57							
16	-.19	87	71	-.15	82	67	4(16)	-.02	72	70	.17	68	83
17	-.17	53	36	-.37	25	00							
43	.32	00	25	.32	25	60	9(43)	-.05	31	27	.25	24	48
48	-.40	50	13	-.06	25	20							
49	.20	26	44	.00	25	25							
51	.21	12	30	.04	40	44							
54	.07	08	12	.19	00	11							
55	.22	31	53	-.13	25	14							
56	.16	27	42	-.32	25	00							
MEDIAN	.07	*A31 **C66	A36 C50	.04	A25 C71	A57 C75	MEDIAN	.03	56	57	.21	54	71

* Denotes all items in the pool
** Denotes only those items on the criterion test

TABLE 5

ITEM ANALYSIS DATA ON REVISION IN WRITING OF THE SYNTAX AND RHETORIC OF THE SENTENCE UNIT

	Item Pool			Repeat Item Pool			Criterion Test				Repeat Criterion Test		
Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post	Phi Coeff.	Difficulty Pre	Difficulty Post	Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post	Phi Coeff.	Difficulty Pre	Difficulty Post
33	.13	61	73	.23	62	83	20(33)	.16	58	73	.12	58	70
34	.10	10	17	.34	17	50	21(34)	.04	18	21	.09	21	28
35	-.26	38	15	.00	50	50	22(35)	.07	25	31	.16	25	40
36	.12	20	31	.02	29	30	23(36)	.02	38	40	.13	37	50
37	-.12	42	30	.11	56	67	24(37)	-.04	40	37	.14	35	49
38	-.08	65	57	.26	62	86	25(38)	-.13	79	68	.13	73	84
39	-.02	25	23	.13	14	25							
40	-.47	50	07	-.12	38	25							
41	-.19	33	17	-.22	33	14							
42	-.13	76	64	-.27	89	67							
58	-.19	38	21	.24	12	33	17(58)	-.10	54	43	.05	51	56
59	.00	00	00	.22	14	33	18(59)	.10	20	28	.22	21	41
60	-.12	36	25	.22	29	50	19(60)	.12	30	42	.21	26	45
MEDIAN	-.12	*A38 **C38	A23 C25	.13	A33 C29	A50 C50	MEDIAN	.04	38	40	.13	35	49

* Denotes all items in the pool
** Denotes only those items on the criterion test

TABLE 6

ITEM ANALYSIS DATA ON TRANSFORMATION OF THE SYNTAX AND RHETORIC OF THE SENTENCE UNIT

	Item Pool			Repeat Item Pool			Criterion Test				Repeat Criterion Test		
Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post	Phi Coeff.	Difficulty Pre	Difficulty Post	Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post	Phi Coeff.	Difficulty Pre	Difficulty Post
18	-.26	75	50	-.06	64	57	5(18)	-.13	60	47	.21	58	78
19	.10	27	36	-.07	50	43							
20	.12	38	50	-.24	43	20	8(20)	.07	34	42	.23	40	63
21	-.18	64	46	.25	50	75	6(21)	-.05	51	46	.20	53	72
22	.03	58	62	.17	50	67	7(22)	-.13	70	53	.11	62	72
23	.00	25	25	.25	50	75							
24	-.26	46	21	.50	00	40							
25	.36	09	40	.38	00	25							
26	-.03	36	33	-.33	50	17							
27	-.46	78	30	.23	88	100							
28	-.15	92	82	.19	67	83							
29	-.02	21	20	-.14	38	25							
30	-.21	60	38	-.12	75	63							
31	-.02	31	29	.55	00	50							
32	.00	67	67	-.27	60	33							
46	-.08	80	73	-.43	100	68	11(46)	.04	57	66	.13	57	70
MEDIAN	-.03	*A52 **C64	A39 C50	.05	A50 C50	A54 C67	MEDIAN	-.05	57	47	.20	57	72

* Denotes all items in the pool
** Denotes only those items on the criterion test

TABLE 7

ITEM ANALYSIS DATA ON
STRUCTURAL CHANGES IN SENTENCES
OF THE SYNTAX AND RHETORIC OF THE SENTENCE UNIT

Item Pool				Repeat Item Pool			Criterion Test				Repeat Criterion Test		
Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post	Phi Coeff.	Difficulty Pre	Difficulty Post	Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post	Phi Coeff.	Difficulty Pre	Difficulty Post
44	-.24	57	33	-.15	71	57	10(44)	.02	49	51	.18	49	66
50	.09	67	75	-.11	67	56	12(50)	.09	57	66	.25	60	82
52	-.21	100	91	1.00	100	100	13(52)	-.07	90	85	.19	88	98
61	-.19	93	80	-.04	83	80							
62	.37	75	100	.15	67	80							
63	.22	64	83	.00	60	60							
64	-.06	46	40	-.35	62	25							
65	.27	36	64	-.40	29	00							
66	-.46	82	36	.58	33	89							
67	-.04	75	71	.29	60	86							
68	.33	15	46	-.21	18	00							
70	.18	78	91	.29	83	100							
71	-.44	71	27	-.02	62	60							
72	.16	70	83	-.22	100	83							
73	-.12	71	60	.36	33	71							
MEDIAN	-.04	*A71 **C67	A71 C75	-.02	A62 C71	A71 C57	MEDIAN	.02	57	66	.19	60	82

* Denotes all items in the pool
** Denotes only those items on the criterion test

with the CT approach--random assignment of a small number of students to items most certainly may yield more variable results than results based on the entire sample. The fact of variability is quite evident in those cases in which the same item is employed in both the IP and CT approaches.

Second, it is noted that there are a considerable number of negative phi coefficients reported. These phenomena may be explained, in part, by the fact of small N's which result in greater variability of results, negative as well as positive (there tends to be a larger proportion of negative phi's associated with IP than with CT). Beyond this explanation is the possibility that the curriculum, as developed and explained to the teachers, is the major factor, and that negative phi coefficients constitute evidence which suggests the curriculum is not operating effectively. In fact, a negative phi coefficient may indicate evidence that those persons who have not been exposed to the curriculum perform more effectively on that item than those who have been exposed to that particular unit of the curriculum.

Of course, at least two other explanations are possible. One is that the students responding to these items in the post-test position were better students than those in the pre-test position hence a negative phi . The other is that the item was written in a manner such that a little information or knowledge was "a dangerous thing," and served only to confuse the respondents as they attempt to solve the item.

Third, some of the rather respectable and positive phi coefficients value-wise may be the result of these same factors just mentioned in the case of the negative phi only working in reverse.

The remainder of the comments to be made within this section are specific to the unit on Syntax. It will be recalled that the Syntax unit was administered to the same students, in some instances, in both the pre- and post-test positions. The results of these tests are reported in Tables 2 to 7 under the columns entitled Repeat Item Pool and Repeat Criterion Test. Items administered under these conditions should result in more positive phi coefficients and higher difficulty percents because of the beneficial effects of having taken the same items twice. Inspection of the medians in Tables 2 and 7 shows this to be true except for the Tables 2 and 7 in which repeat IP data is more difficult than regular IP data. Therefore the subject may learn to pay attention to those aspects of the course which are suggested by the test items.

The exception to this statement would again be the Repeat Item Pool approach in which students are randomly selected to take a small sample of items of the total pool. Here, different students may be responding to a given item in the Repeat IP approach while in the Repeat Criterion Test approach the same students are responding to the same items twice.

One other comment seems in order. The students who responded in the post-test position in both non-repeat approaches tended to be less capable than those students who responded in the pre-test position. This admission renders the analysis less useful for the curriculum builder than was planned.

Each unit is separated into topics, and comparisons of the two approaches are made within topics. The topic of Repetition within Table 3 affords an interesting comparison of the two approaches. First, looking at the Repeat Criterion Test data one could conclude that the curriculum could bear revision, but some learning did occur. Second, the Repeat Item Pool data suggest a rather good job of conveying information on items 75, 77, 78, 81, 82, and 87, but indicates a lack of learning on the remaining items. The performance of these subjects on the items used on the Criterion Test (85, 86, and 87) are markedly different and in the negative direction except for 87 which is positive and relatively high.

Third, the Criterion Test data using the two separate samples of students in the pre- and post-test positions are quite different and even more discouraging than the Repeat Criterion Test data. All phi coefficients are negative, and the items appear to be somewhat more difficult than the Repeat Criterion Test data presenting a rather bleak picture of curricular effectiveness.

Fourth, inspecting the Item Pool data one could conclude that the curriculum was generally ineffective in modifying student behavior and that the items were too difficult. However, four or five of the items showed the effects of some learning. The picture is somewhat brighter using Item Pool data as compared to the Criterion Test approach.

On Table 4, item number 7 under the Repeat Criterion Test column, one notices a negative phi coefficient of -.141. In this case in which the same 100 students took the same test twice it is safe to say that the teacher's conception (and maybe the conception as presented in the curriculum materials) is at odds with that of the item writer's.

In summary of this section it should be kept in mind that the Item Pool approach resulted in more positive data for some topics, but for others, more negative data. The determination of which of the approaches is most accurate needs little discussion since the effects of the N and random items assignment surely suggest the Criterion Test as superior. The remaining question then is whether the negative or positive results associated with the IP approach are due to the additional information garnered by use of additional items or whether such results are due to chance. The writer would prefer to believe that the additional information gained from the use of additional items was the proper answer, but chance cannot be ruled out.

The information gathered by repeat testing of the same students in both pre- and post-test positions seems to be of some benefit in this kind of analysis. These results afford a check against the data gathered by using two different populations in the pre- and post-test positions. The information is fairly easily secured, and if the test is administered under controlled conditions the first time, the tendency to teach to the test may be restricted. Certainly, if an item is not positive then one could be relatively certain he identified a conflict in the interpretation of the curriculum between the item writer and the teachers. The approach seems worthy of further consideration in future studies of this kind.

Results on Uses of Language

The test items were not re-administered to any group for this unit resulting in the elimination of those columns entitled Repeat Item Pool and Repeat Criterion Test.

Considering only the median for each topic within this unit it can be seen that there is little difference between the two approaches for Tables 8 to 12.

Looking at the distribution of item data within those same Tables yields a somewhat different picture. More negative phi's are found under the Item Pool data as compared to the Criterion Test data. Even those items used on the CT approach may more often show as negative on the IP approach (Table 9) which lends some strength to the argument of varied results as a result of small N and random assignment of items to students in both pre- and post-test positions. This kind of variable data certainly indicates a need for large N's, but perhaps the argument for use of the same population and repeat testing also receives some support if the goal is curriculum revision. In repeat testing, the fact that inflation of item data occurs has already been demonstrated, but if item performances are considered in a

TABLE 8

ITEM ANALYSIS DATA ON DIRECTIVE OF THE USES OF LANGUAGE UNIT

Item Pool				Criterion Test			
Item Number	Phi Coeff.	Difficulty Pre	Post	Item Number	Phi Coeff.	Difficulty Pre	Post
1	.40	70	100	1	-.03	88	86
2	.12	11	20				
3	.33	13	43				
6	-.03	38	36				
9	-.11	46	36				
10	.32	57	86				
11	.14	22	36				
13	.05	46	50				
14	.15	64	77				
15	-.19	83	67	15	.12	80	89
16	.34	41	75	16	.41	30	71
18	.10	12	20				
19	-.01	78	77				
49	-.02	10	09				
51	.24	09	27				
52	-.04	33	30				
67	-.17	50	33	67	.04	16	19
73	-.14	30	18				
76	.19	17	33	76	-.01	25	24
78	.13	46	58				
MEDIAN	.11	*A40 **C50	A36 C67	MEDIAN	.04	30	71

* Denotes all items in the pool
** Denotes only those items on the criterion test

TABLE 9

ITEM ANALYSIS DATA ON INFORMATIVE OF THE USES OF LANGUAGE UNIT

Item Pool				Criterion Test			
Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post	Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post
4	-.30	18	00				
5	-.26	80	56				
7	-.09	62	53	7	.12	62	73
8	-.04	31	27				
12	.24	90	100				
53	.32	46	77				
54	-.01	58	57	54	.11	58	69
57	-.05	75	70				
58	.26	38	64				
59	-.17	18	07				
61	.11	79	88				
68	.28	20	74	68	.04	35	39
72	-.07	46	39				
79	-.24	12	00	79	-.08	48	54
82	.07	43	50				
MEDIAN	-.01	*A44 **C60	A54 C55	MEDIAN	.08	48	54

* Denotes all items in the pool
** Denotes only those items on the criterion test

TABLE 10

ITEM ANALYSIS DATA ON
EXPRESSION
OF THE USES OF LANGUAGE UNIT

Item Pool				Criterion Test			
Item Number	Phi Coeff.	Difficulty Pre	Post	Item Number	Phi Coeff.	Difficulty Pre	Post
22	-.13	81	70				
25	.02	10	11				
26	-.04	62	57				
27	.57	00	46				
41	-.03	78	75	41	.02	64	66
42	-.14	58	44	42	.10	39	49
55	-.02	25	23				
56	.07	40	47				
69	.06	70	75	69	.01	65	66
71	.19	00	12				
74	.25	42	67				
77	.10	11	19				
81	.05	29	33	81	.05	32	37
MEDIAN	.05	*A 40 **C 64	A 46 C 60	MEDIAN	.04	52	58

* Denotes all items in the pool
** Denotes only those items on the criterion test

TABLE 11

ITEM ANALYSIS DATA ON IMAGINATIVE OF THE USES OF LANGUAGE UNIT

Item Pool

Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post
17	.00	00	00
32	-.22	40	20
33	.23	00	12
37	-.26	27	08
38	.08	71	50
39	-.17	07	00
40	-.20	64	44
43	.23	15	36
44	-.04	40	36
47	-.03	27	25
48	.08	21	29
50	.00	36	36
62	.19	00	07
65	.06	54	60
66	.12	07	15
75	-.34	64	30
80	-.58	71	14
MEDIAN	.00	*A 27 **C 59	A 25 C 37

Criterion Test

Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post
37	.09	23	31
38	.07	52	59
39	.04	07	09
40	-.14	48	35
65	.05	59	64
75	.12	29	40
MEDIAN	.06	38	38

* Denotes all items in the pool
** Denotes only those items on the criterion test

TABLE 12

ITEM ANALYSIS DATA ON CONTRACTIVE, COHESIVE, AND OTHER OF THE USES OF LANGUAGE UNIT

Item Pool				Criterion Test			
Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post	Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post
			Contractive				
23	.17	33	50	23	.02	65	67
24	.06	25	30	24	.20	38	58
28	.31	50	80				
29	.32	33	67				
34	-.06	60	54				
35	.00	71	71	35	.03	61	64
36	.19	24	42				
45	.65	20	86	45	Insufficient data		
46	.11	56	67				
63	-.07	68	60				
64	.60	11	70				
MEDIAN	.17	*A33 **C29	A67 C60	MEDIAN	.03	64	
			Cohesive				
20	.42	11	50	20	.05	28	32
21	.58	13	71	21	.04	43	48
30	-.16	30	17				
31	-.12	58	46	31	Insufficient data		
70	.33	42	75	70	.18	57	75
MEDIAN	.33	A30 C28	A50 C60	MEDIAN	.05	43	48
			Other				
60	-.13	33	20				
83	-.04	46	42	83	-.14	58	44
MEDIAN	-.09	A40 C46	A31 C42	MEDIAN	-.14	58	44

* Denotes all items in the pool
** Denotes only those items on the criterion test

relative sense one could argue that those items which show the worst data can be used as a focal point for investigating the "badness" of the curriculum.

Table 12 shows the more positive item data to be associated with the Item Pool approach. Again, for reasons previously explained it is difficult to ascertain the reliability of the discrepancy between the results of the two approaches.

Results on Satire

The most notable findings in Tables 13 to 15 are the consistently lower median phi coefficients and the larger proportion of negative phi coefficients associated with the IP approach. This kind of consistency suggests that some of the items in the Ip approach are not being as well taught as those items which represent major outcomes as in the case of the CT approach. These results may also suggest that these items are less well written, thus resulting in lowered performance for those persons having been exposed to the unit.

Results of Pre-Post Test Comparisons

Pre- and post-test comparisons were made of the CT performances for all three units. The results are presented in Table 16 and are all significant beyond the .01 level of significance. This approach was used because it has often been used in the past as a means of determining the effectiveness of a new curriculum. The inadvisability of this approach has been previously discussed.

TABLE 13

ITEM ANALYSIS DATA ON THE SUB-AREA OF HUMAN FABLE OF THE SATIRE UNIT

Item Pool				Criterion Test			
Item Number	Phi Coeff.	Difficulty		Item Number	Phi Coeff.	Difficulty	
		Pre	Post			Pre	Post
1	.33	47	79				
2	-.29	67	38				
3	.24	30	53				
4	.03	36	39				
5	.27	33	60				
12	-.18	47	29				
13	.20	47	67				
15	.10	29	38	15	.24	40	64
16	.15	64	78				
27	.15	56	70				
28	.06	50	56				
29	.04	70	45	29	.27	48	74
30	-.09	31	23				
33	-.02	25	24	33	.09	23	31
34	.07	43	50	34	.06	39	44
35	.00	00	00				
36	.22	47	69				
37	-.06	71	65				
38	.39	10	50				
44	.29	86	100	44	.27	84	99
45	.10	17	25				
46	-.12	69	57	46	.14	37	51
47	-.25	93	75				
48	.34	53	84				
49	-.27	74	48				
55	.33	40	73				
56	-.04	45	41				
57	.15	20	33				
58	.13	50	62				
59	.40	07	41				
60	.21	21	41				
61	.36	44	79				
63	-.02	29	26				
MEDIAN	.15	*A^{45} **C^{56}	A^{50} C^{48}	MEDIAN	.19	40	58

* Denotes all items in the pool
** Denotes only those items on the criterion test

TABLE 14

ITEM ANALYSIS DATA ON INDIRECT AND DIRECT SATIRE OF THE SATIRE UNIT

Item Pool				Criterion Test			
Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post	Item Number	Phi Coeff.	Difficulty Pre	Difficulty Post
			Indirect Satire				
6	.50	27	77	6	.27	46	73
7	-.40	76	37				
8	-.04	47	44				
22	-.26	71	46	22	.11	52	63
23	-.07	69	62	23	.15	47	62
25	.06	71	76				
26	.16	75	88				
51	-.12	65	53	51	.01	41	42
52	.38	31	69	52	.25	32	57
MEDIAN	-.04	*A69 **C65	A62 C62	MEDIAN	.15	46	62
			Direct Satire				
17	-.03	64	62				
18	.15	64	78				
19	.40	75	100	19	-.07	80	74
20	-.08	46	38				
21	-.21	38	18				
31	-.02	44	42	31	.21	41	62
32	-.30	33	08	32	.25	36	61
40	.12	35	47	40	.12	24	35
41	.28	33	62	41	.13	34	47
MEDIAN	.02	A44 C35	A47 C47	MEDIAN	.13	36	61

* Denotes all items in the pool

** Denotes only those items on the criterion test

TABLE 15

ITEM ANALYSIS DATA ON THE NATURE OF SATIRE, SATIRE DEVICES AND OTHER SATIRE OF THE SATIRE UNIT

Item Pool Item Number	Item Pool Phi Coeff.	Item Pool Difficulty Pre	Item Pool Difficulty Post	Criterion Test Item Number	Criterion Test Phi Coeff.	Criterion Test Difficulty Pre	Criterion Test Difficulty Post
Nature of Satire							
9	.34	79	100				
10	.25	64	86				
11	.31	50	80	10	.14	60	73
MEDIAN	.31	*A64 **C64	A86 C86	MEDIAN	.14	60	73
Satire Devices							
(Irony)							
14	-.14	50	36	14	.12	42	54
24	-.02	31	29				
62	-.06	81	76				
MEDIAN	-.06	A50 C50	A36 C36	MEDIAN	.12	42	54
(Parody)							
53	.18	47	65				
54	-.06	62	56				
64	.12	35	47	64	.18	36	54
MEDIAN	.12	A47 C35	A56 C47	MEDIAN	.18	36	54
Other Satire							
39	-.32	38	09	39	.03	22	24
42	.03	50	50	42	No results		
43	.06	21	25				
50	-.34	22	00				
MEDIAN	-.15	A30 C44	A17 C30	MEDIAN	.03	22	24

* Denotes all items in the pool

** Denotes only those items on the criterion test

TABLE 16

"t" - TEST COMPARISONS OF PRE- AND POST-TEST RESULTS USING THE CRITERION TEST APPROACH

Syntax and Rhetoric of the Sentence

	Means	S.D.	t
Pre-Test	12.06	3.67	12.16*
Post-Test	15.56	4.00	

Uses of Language

	Means	S.D.	t
Pre-Test	11.83	2.98	3.01**
Post-Test	13.21	3.49	

Satire

	Means	S.D.	t
Pre-Test	8.57	2.74	6.57***
Post-Test	11.30	3.13	

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* Significant at .01 level for 152 df on correlated t

** Significant at .01 level for 195 df on independent t

*** Significant at .01 level for 197 df on independent t

Chapter IV

CONCLUSIONS AND IMPLICATIONS

Conclusions

Following are the major conclusions of this study:

1) Although the data for the two approaches differ, because of the greater tendency for the Item Pool data to be unreliable (small N - random item assignment) it is not prudent to say that these differences clearly establish the superiority of the Item Pool technique over the Criterion Test approach.

2) The item analysis data reported for the Item Pool approach showed a larger proportion of negative phi coefficients and lower median phi coefficients by topic than did the Criterion Test approach. These results suggest either that the curriculum and the teachers are not properly covering some of the material based on minor objectives, as the Item Pool approach required responding to a large number of items and thus more were written for minor objectives, or that the items for the minor objectives were not as well written.

3) Data collected by re-testing the same sample of students in both the pre- and post-test positions was seen as a valuable adjunct to the use of separate samples for both the pre- and post-test positions. The item data (phi coefficients and difficulty levels) tends to be some what inflated as

compared to that obtained by use of two separate samples. Negative results are more easily interpreted for the repeat sample since one can rule out the possibility of the second sample (post-test) being inferior in ability to the first (pre-test). The item data for the re-testing on the one hand and testing two separate samples could be compared as a reliability check. The additional information (post-testing the pre-test sample) may be gathered fairly easily since most teachers prefer to have their students tested after the unit is taught.

4) There are few tests or test items available from commercial sources (test publishers and book publishers) which are appropriate to assess the Nebraska English Curriculum.

Implications

The results of this study indicate that the Item Pool approach may provide additional, useful information for the curriculum builder as opposed to the usual Criterion Test approach. It is believed that the Item Pool approach could be successfully employed as a major means of curriculum evaluation provided: 1) the items used were tried-out and revised to obtain the appropriate difficulty levels, 2) that from these data one could secure a number of items which, because of their very high difficulty level, could be labeled as "mastery" items, and 3) that appropriate levels of difficulty might be matched to appropriate item categories of an overall taxonomy.

The hope of any evaluation scheme is to assess the effectiveness of the program, unit, or curriculum and plan to control the variables of subjects, items, and teachers (unless teachers are supposed to be the focal point of the program). The uses of the same sample of subjects in both the pre- and post-test situation would rule out the variable of subjects difference. Of course, this occurs at the risk of providing a learning set of sorts for students and teacher by prior exposure to the testing instrument. The results of this investigation has convinced the writer that unless the N's of the separate samples are very large, more useful and accurate information is possible from the repeat testing of the same sample.

Finally, it is clear that as the curricula are modified that more effective means of evaluating the modified curriculum are necessary. So far, the revolution in English curricula has not had much effect on the test industry. New English programs are being evaluated with traditional English tests (found in most test batteries) which has caused some rather difficult moments for the curriculum builder and those teachers who are trying out his material.

APPENDICES

APPENDIX A

SYNTAX AND RHETORIC OF THE SENTENCE

DIRECTIONS

You have before you two sets of materials. One set is the test itself. The second set is the instructions which you are now reading and auxiliary materials which must be used in answering certain groups of questions. Instructions within the test will refer you to the appropriate passage in the auxiliary materials.

Your answers to all questions in this test are to be recorded on a separate answer sheet. Print your name, name of your school and city, title of this test, and date on your answer sheet. Do this now; then finish reading these directions.

Each exercise in this test consists of a question followed by several suggested answers. The answer sheet contains sets of spaces. Each set is numbered to correspond to a question in the test. To mark an answer, decide which of the suggested answers is best; then, on the answer sheet, find the set of spaces numbered the same as the question. Make a heavy black mark in the space corresponding to the best answer. That is, if you think answer _a_ is best, mark the first space; if answer _b_ is best, mark the second space, etc.

If you change your mind about an answer, erase your first mark completely. Then mark the space for the answer you prefer. Make certain each time that your mark is placed in the set of spaces numbered the same as the question. Any mark wrongly placed will count against you.

AUXILIARY FOR SYNTAX AND RHETORIC OF THE SENTENCE
Grade 9

Questions 33 through 38 deal with the following paragraph, the first in an essay:

(1) Occasionally you will find a man who practices what he preaches. (2) Examples of this kind of man are Mahatma Ghandi and Martin Luther King. (3) The world needs more men, like these two, who have the courage to speak out against all kinds of injustice wherever it may exist. (4) Too many men uphold a philosophy of "weak decency" (in Ghandi's words), which allows them to be smug and indifferent. (5) ____________________, Ghandi and King stand out in bold relief.

Questions 40 through 42 deal with the following paragraph from an essay. Assume it is the opening paragraph:

One of the things that livens up a story is the author's description. (1) From the description of landscape, people, and weather, we learn something of the atmosphere and from this we know how the authro expects us to take the story. For example, here is a description of a person, Ichabod Crane, from The Legend of Sleepy Hollow by Washington Irving:

> Ichabod was a suitable figure for such a steed. He rode with short stirrups, which brought his knees nearly up to the pommel of the saddle; his sharp elbows stuck out like grasshoppers'; he carried his whip perpendicularly in his hand, like a sceptre, and, as his horse jogged on, the motion of his arms was not unlike the flapping of a pair of wings . . .

(2) Irving has gone to some pains to make Ichabod look funny. Words such as "grasshopper," "jogged" and "flapping," tell us that this is an unusual human being.

Questions 57 through 60 deal with a rewritten passage from Stuart Chase's essay, "The Luxury of Integrity."

(1) If most men don't have a sense of honor it is due to their early conditioning. (2) From the culture in which we are reared our personalities are formed. (3) We mean here the influence compounded of parents, school, church, folkways, and literature. (4) We take and we reject; we give lip service to much that our hearts do not subscribe to. (5) But certain worthwhile principles we make out to be our very own and whatever integrity we have consists wholly in living up to them.

Questions 80 through 83 refer to the following paragraph:

Real American music, the jazz beat and its more recent derivatives expresses the spirit of the times. (1) ______________________________ . (2) The basic foundation of jazz rhythm is 4/4 time but with the accent on the second and fourth beats. Normally the accent falls on the first and third beats. Jazz is (3) polyrhythmic; that is, it is composed of many rhythms. Often the rhythmic divisions are uneven, lending a nervousness to jazz. In addition to its (4) intriguing and baffling rhythmic qualities, the jazz band has a different sound. String instruments--violins, violas and cellos--in a group give music a richness, but the jazz band has no strings, except possibly a bass viol. The composition of the jazz band itself, then, gives this music its special flabor. These elements, rhythm and sound, give jazz a freshness of style--a mysterious quality that does not fade with time.

Questions 84-87 refer to the following paragraph:

When (1) prehistoric primitive man saw a comet streaking across the sky, he was filled with fear. He saw this as a sign that the gods were angry and he thought he needed to get back in their graces as quickly as possible. We in the twentieth century no longer look on the comet as a mystical sign. To us, a comet is just another part of our physical universe. We recognize its beauty and interest, and our scientists form theories of their origin. For in spite of the great amount of knowledge we have, we do not know the exact nature and origin of comets. The latest theory proposed is a "wind" theory. This theory proposes that there is a "solar wind" composed of (2) a "plasma," that is, electrically charged matter. As the word "solar" indicates, this plasma comes from the sun. On the other hand, the theory supposes there is also a "galactic wind" similarly composed, but coming from the galaxy as a whole. The galactic wind flows around the sun's shell of plasma. (3) For some unknown reason there is a periodic change in the plasma flow. At times it expands and at other times it contracts. When the (4) solar wind of the sun contracts, it creates a vacuum which is partially filled by the galactic wind. The result is that chunks of plasma are set spinning into orbit around the sun by the galactic wind. When the chunks are close enough to the sun, we see them as comets streaking through the sky. Like all theories, this one is extremely interesting, and who knows but that it will be proved soon.

SYNTAX AND RHETORIC OF THE SENTENCE
Grade 9

1. Several things should be considered when eliminating words or groups of words from a sentence. Which of the following most frequently and directly applies in the decision to eliminate material?
   a. grammatical correctness
   b. irrelevance
   c. metaphor
   d. etymology

2. Although our judgment of style need not be rigid, one of the following choices is better than the others in judging style. Which one is better?
   a. functional and non-functional
   b. grammatical and ungrammatical
   c. good and bad
   d. right and wrong

3. Style can best be defined as
   a. manner of expression.
   b. mechanics of language.
   c. elements of logic.
   d. well-balanced sentence structure.

4. Your student packet makes the following statement about writing, "In the first place, WRITE A DRAFT! You can't revise prose that doesn't exist; and it doesn't exist until it gets on paper." Assuming you have written a first draft what should be your attitude toward it?
   a. It looks hopeless--transform as many elements as possible to add variety to the writing.
   b. It looks hopeless--since none of it is worth salvaging throw it in the wastebasket and start again.
   c. It looks hopeless--transform where possible, relocate where necessary, eliminate everything that doesn't hit the target, and somehow expand what is left.
   d. It looks hopeless--but writing is a natural process and becomes less forceful if the writer tampers with it too much. Smooth it up a little and hand it in.

(NOTE: Correct answer is underlined.
* indicates those items in the criterion test.)

*5. Which of the following is true of the position of adjectives in a sentence?
   a. Adjectives are words that float--they will go almost anywhere in the sentence.
   b. Adjectives can never move--they always come before the noun they modify.
   c. Adjectives can move if they are single words--adjective phrases and clauses can't move.
   d. Adjectives can move but it should be remembered that when they move the meaning of the sentence is changed.

In the following questions identify types of sentence patterns by matching sentence a, b, c or d in the answer choices with the sentence given in the question.

6. The vicious old gray cat inflicted on the little brown puppy a deep, painful scratch on the nose.
   Which one of the following sentence patterns is similar to this one?
   a. He gave me his address.
   b. The crowd cheered the team.
   c. She became a movie star.
   d. The dessert tastes delicious.

*7. Mother thought my sister an excellent violinist.
   Which one of the following sentence patterns is similar to this one?
   a. The dessert tastes delicious.
   b. The crowd cheered the team.
   c. The principal considered him brilliant.
   d. John went away.

8. The pretty girls and handsome boys danced to the exciting music of Gregory's combo.
   Which one of the following sentence patterns is similar to this one?
   a. The dessert tastes delicious.
   b. John went away.
   c. The club elected him secretary.
   d. He gave me his address.

9. Debating provided my brother an opportunity to become a fluent and persuasive speaker with the ability to present his ideas effectively.
   Which one of the following sentence patterns is similar to this one?
   a. The crowd cheered the team.
   b. He gave me his address.
   c. The club elected him secretary.
   d. The dessert tastes delicious.

10. The majority of people in the United States think the electoral college a drag on our political system in the space age.
    Which one of the following sentence patterns is similar to this one?
    a. The crowd cheered the team.
    b. He gave me his address.
    c. The principal considered him brilliant.
    d. John went away.

11. The Polynesians offer the world an interesting and fascinating heritage for study.
    Which one of the following sentence patterns is similar to this one?
    a. He gave me his address.
    b. The principal considered him brilliant.
    c. The club elected him secretary.
    d. The crowd cheered the team.

12. According to many authorities in the field of physical education, weight lifting is good for improving posture and building muscle tone.
    Which one of the following sentence patterns is similar to this one?
    a. My cat is hungry.
    b. He gave me his address.
    c. The principal considered him brilliant.
    d. The club elected him secretary.

13. The 4-H sewing club chose Sharon president for a year.
    Which one of the following sentence patterns is similar to this one?
    a. The crowd cheered the team.
    b. She became a movie star.
    c. The club elected him secretary.
    d. My cat is hungry.

14. My father called the little neighbor children who were always in the way nuisances.
    Which one of the following sentence patterns is similar to this one?
    a. He gave me his address.
    b. The principal considered him brilliant.
    c. The club elected him secretary.
    d. The dessert tastes delicious.

15. Some of the girls at the junior high school made the Beatles their idols.
    Which one of the following sentence patterns is similar to this one?
    a. The crowd cheered the team.
    b. He gave me his address.
    c. The principal considered him brilliant.
    d. My cat is hungry.

*16. The student body selected Betty president to fill the office left vacant when Ted moved away.
Which one of the following sentence patterns is similar to this one?
a. The club elected him secretary.
b. She became a movie star.
c. The crowd cheered the team.
d. My cat is hungry.

17. Patty, a two-year-old, is just naturally curious about the flowers in the garden.
Which one of the following sentence patterns is similar to this one?
a. John went away.
b. She became a movie star.
c. The principal considered him brilliant.
d. My cat is hungry.

*18. One might transform the sentence, "Smith is the designer of that wall plaque." into the sentence, "Smith designed that wall plaque." Which of the following pairs of forms reflects the same kind of transformation?
a. the seller -- he sells
b. he talks -- he talked
c. the dark night -- in the dark
d. none of these

Now consider how the two underlined words in each of the following sentences differ in form or function.

19. I think it is interesting that Saturn has nine moons and the earth has only one.
Titan is the largest of Saturn's moons.
Which one of the following pairs of forms reflects the same difference?
a. they agree -- an agreeable decision
b. the ball -- the balls
c. the base hit -- she hit
d. none of these

*20. The policeman on the corner could not quiet the crying child who was separated from her parents.
Later, the policeman learned that the child normally has a quiet disposition.
Which one of the following pairs of forms reflects the same difference?
a. they agree -- an agreeable decision
b. she sewed -- she sews
c. he hit -- a hit ball
d. none of these

*21. Sam loves Betty.
Sam thinks Betty is a lovable girl.
Which one of the following pairs of forms reflects the same difference?
a. she beautifies -- a beautiful picture
b. a great thing -- a greater thing
c. the dark night -- in the dark
d. none of these

*22. Pat's dog is tinier than most dogs I have seen.
Pat's dog is the tiniest dog I have seen.
Which one of the following pairs of forms reflects the same difference?
a. I argue -- my argument
b. a great thing -- a greater thing
c. a base hit -- a hit ball
d. none of these

23. A group of boys built three canoes and planned to race up the river.
A group of boys built three canoes and planned a race up the river.
Which one of the following pairs of forms reflects the same difference?
a. they agree -- their agreement
b. a feather -- some feathers
c. he hit -- the base hit
d. none of these

24. We trudged along steadily and quietly; the dark, still night made us watchful.
Dark colors are very fashionable for fall clothing.
Which one of the following pairs of forms reflects the same difference?
a. a beautiful picture -- she beautifies
b. some feathers -- a feather
c. the dark night -- in the dark
d. none of these

25. Cathy's kittens play with a ball of yarn.
Cathy's kittens are playing with a ball of yarn.
Which one of the following pairs of forms reflects the same difference?
a. he sells -- the seller
b. she talks -- she talked
c. in the dark -- the dark night
d. none of these

26. The neighborhood was run down and shabby -- all the houses needed paint and the lawns needed mowing.
The neighborhood children were a noisy, happy, playful group.
Which one of the following pairs of forms reflects the same difference?
a. an agreeable decision -- they agree
b. a great thing -- a greater thing
c. in the dark -- the dark night
d. none of these

27. He thought we should go to the Stuart theatre and see a movie.
I thought we should go the University Theatre and see Hamlet.
Which one of the following pairs of forms reflects the same difference?
a. it weakens -- their weakness
b. she sews -- she sewed
c. the base hit -- he hit
d. none of these

28. One book is on the desk.
Ten books are on the desk.
Which one of the following pairs of forms reflects the same difference?
a. their weakness -- it weakens
b. a feather -- some feathers
c. a base hit -- a hit ball
d. none of these

29. My sister promises to go skating with me tomorrow.
Does she usually keep the promises she makes?
Which one of the following pairs of forms reflects the same difference?
a. they agree -- their agreement
b. the balls -- the ball
c. she hit -- a base hit
d. none of these

30. This company will supply all the material we need.
This company will be the supplier of all the material we need.
Which one of the following pairs of forms reflects the same difference?
a. it weakens -- it weakness
b. the ball -- the balls
c. the dark night -- in the dark
d. none of these

31. This machine functions so as to regulate the flow of liquids, drop by drop.
This machine is functional only to the extent that it is able to regulate the flow of liquids through it.
Which one of the following pairs of forms reflects the same difference?
a. they agree -- their agreement
b. I pound -- I pounded
c. in the dark -- the dark night
d. none of these

32. In Lincoln there are some tall buildings.
In Chicago there are some taller buildings.
Which one of the following pairs of forms reflects the same difference?
a. an agreeable decision -- they agree
b. a lovely sweater -- the loveliest sweater
c. a hit ball -- a base hit
d. none of these

Now refer to your auxiliary sheet. The first paragraph is the one you will use for question 33 through 38.

*33. Which of the following choices is best for sentence (1):
a. Move "Occasionally" to the end of the sentence.
b. Substitute "Here and there in the world today" for "Occasionally."
c. Expand choice (b) so the sentence reads, "Scattered here and there among the mass of humanity in today's world of turmoil you will find a man who practices what he preaches."
d. O.K. as is.

*34. Which of the following choices is best for sentence (2):
a. Eliminate part of this and simply say, "Examples are Mahatma Ghandi and Martin Luther King."
b. Relocate so the names appear first, "Mahtma Ghandi and Martin Luther King are examples of this kind of man."
c. Incorporate the names from this sentence into the first, eliminating the rest. That portion of the first sentence would read: ". . . a man, like Mahatma Ghandi or Martin Luther King, who practices what he preaches."
d. O.K. as is.

*35. Which of the following choices is best for sentence (3):
   a. Eliminate "all kinds of."
   b. Move "wherever it may exist" so the sentence reads, "The world needs more men, like these two, who have the courage to speak out, wherever it may exist, against all kinds of injustice."
   c. Change the phrase "wherever it may exist" to "existing" and place it so the sentence reads, "The world needs more men, like these two, who have the courage to speak out against all kinds of existing injustice."
   d. O.K. as is.

*36. Which of the following choices is least satisfactory for sentence (4):
   a. Change "which allows" to "allowing."
   b. Eliminate "smug and."
   c. Relocate "weak decency" so it reads, "Too many men uphold a philosophy which allows them to be smug and indifferent, that of 'weak decency.'"
   d. Add some so the sentence reads, "Too many of today's contemporary men uphold a philosophy of 'weak decency' (in Ghandi's words), which most certainly allows them to be smug, indifferent and sheep-like."

*37. Considering the context, the best beginning for sentence (5) is:
   a. Against the weakness of these men . . .
   b. Irrespective of time and place . . .
   c. Even in relation to highly respected individuals who have lived during the last century . . .
   d. Representing the nobler aspects of man in society . . .

*38. Possibly more material could be effectively used in this paragraph. Which of the following is the best course to follow in dealing with this problem?
   a. Additional material should consist of social and economic background of India and the South which motivated these men.
   b. Additional material should consist of examples of how Ghandi and King are examples of the kind of person who lives his convictions.
   c. Additional material should consist of what it means to live under the confederate flag and the union jack.
   d. Additional material should consist of a reference to other geographical areas, especially Europe and Latin America.

Question 38 is the last question referring to the paragraph on Martin Luther King and Mahatma Ghandi.

39. Nothing comes out of the sea that is quite as interesting as an oyster. Served for dinner, it's a gourmet's delight. Furthermore, it may have a mystical, magical knack for making pearls.
Within the given context, the best final sentence is:
    a. This knack is nothing less than miraculous.
    b. It's miraculous, miraculous, miraculous!
    c. The oyster's ingenuity is nothing less than miraculous.
    d. The flavor of an oyster is so delicious--it's certainly miraculous that it might also make a pearl.

Now refer to your auxiliary sheet. The second paragraph is the one you will use for questions 40 through 42.

40. This question refers to the sentence that has a (1) before it. Perhaps this sentence can be improved. Perhaps not. Which one of the following choices is best?
    a. From the description of landscape, people, and weather, we learn something of the atmosphere of the story. From this we know how the author expects us to take the story.
    b. Expand the list of things which can be described so it reads: "From the description of landscape, people, weather, manners, superstitions and animals . . ."
    c. Through description of people and things the writer sets the mood of the story.
    d. O.K. as is.

41. Now look at the sentence that has a (2) in front of it. Perhaps this sentence should be revised. Which of the following choices is best for this sentence?
    a. It should read: "Irving has gone to some extra pains to make poor Ichabod look extremely funny."
    b. It should read: "Irving makes us laugh at Ichabod."
    c. It should read: "Irving has created a character at whom we can laugh."
    d. No change needed.

42. Considering the context, which of the following makes the best final sentence for this paragraph:
    a. It is easy to see why Washington Irving has been called America's first humorist.
    b. What Irving has done is to put a picture in our minds--we are to look at Ichabod with humor.
    c. Irving also has created another odd character named Rip Van Winkle, who is described in a story by the same name.

When read together the following sentences are part of a paragraph from a story about Louis Braille and the development of the Braille alphabet for blind people.

*43. "But while he was still in the teens a new idea flashed into his mind."
Which one of the following sentence patterns is similar to this one?
a. My cat is hungry.
b. The dessert tastes delicious.
c. The crowd cheered the team.
d. John went away.

*44. Now compare the original and a revised version of this sentence: But while he was still in the teens a new idea flashed into his mind.
(Revision) But as a teen-ager a new idea flashed into his mind.
In which one of the following revisions is the same kind of structural change made in the sentence?
a. The ghost chased the witch, when the moon was full.
(Revision) When the moon was full, the ghost chased the witch.
b. The steaming hot coffee quickly warmed the men.
(Revision) The hot coffee warmed the men.
c. Monkeys make lovable pets for children.
(Revision) Monkeys make lovable and interesting pets for children.
d. I saw a man who was running.
(Revision) I saw a man on the run.

45. Omitted

*46. Now consider the difference in the underlined words of this original sentence and a revision of it:
"The dots could be arranged in a great variety of small patterns and a child's sensitive fingertips could detect those patterns readily."
(Revision) "A great variety of small patterns could be made by different arrangements of the dots, and a child's sensitive fingertips could detect those patterns readily."
Which one of the following pairs of forms reflects the same difference?
a. they agree -- their agreement
b. the ball -- the balls
c. the dark night -- in the dark
d. none of these

47. Omitted

48. "Finally in 1829--when Louis was twenty years of age--the alphabet came into general use."
Which one of the following sentence patterns is similar to the main clause of this sentence?
a. My cat is hungry.
b. John went away.
c. The crowd cheered the team.
d. None of these.

49. "One hundred years later, in 1929, the people of France arranged a celebration in honor of Louis Braille."
Which one of the following sentence patterns is like the sentence pattern used above?
a. The dessert tasted delicious.
b. John went away.
c. He sent me his address.
d. None of these.

*50. Now compare the original and a revision of the above sentence:
(Original) "One hundred years later, in 1929, the people of France arranged a celebration in honor of Louis Braille."
(Revision) "One hundred years later, the people of France arranged a celebration in honor of Louis Braille."
In which of the following revisions is the same kind of structural change made?
a. The ghost chased the witch over the hill.
(Revision) The witch chased the ghost over the hill.
b. The steaming hot coffee quickly warmed the men.
(Revision) The hot coffee warmed the men.
c. Monkeys make lovable pets for children.
(Revision) Monkeys, interesting creatures as they are, make lovable pets for children.
d. I saw a man on the run.
(Revision) I saw a man who was running.

51. "During the celebration a statue of him was unveiled in the little village od Coupvrai where, as a child of three, he had lost his sight."
Which one of the following sentence patterns is similar to the main clause of this sentence?
a. John went away.
b. My cat is hungry.
c. The dessert tastes delicious.
d. The food is good.

*52. "At the unveiling of the statue a dramatic thing happened."
(Revision) At the unveiling of the statue a dramatic and impressive thing happend."
Which one of the following kinds of revisions is like this?
a. The ghost chased the witch.
(Revision) The witch chased the ghost.
b. The steaming hot coffee quickly warmed the men.
(Revision) The hot coffee warmed the men.

(52 continued)

c. Monkeys make lovable pets for children.
(Revision) Monkeys make lovable and interesting pets for children.

d. I saw a man on the run.
(Revision) I saw a man running.

53. Omitted

54. "Slowly they moved their sensitive fingertips across the face."
Which one of the following sentence patterns is similar to this one?
a. The dessert tastes delicious.
b. The crowd cheered the team.
c. He sent me his address.
d. None of these.

55. "So that was Louis Braille, the man who had given them victory."
Which one of the following sentence patterns is similar to the main clause of this one?
a. The crowd cheered the team.
b. The dessert tastes delicious.
c. He sent me his address.
d. None of these.

56. "Louis Braille, the blind boy who finally found his second chance."
Which one of the following sentence patterns is like this one?
a. The crowd cheered the team.
b. The dessert tastes delicious.
c. He sent me his address.
d. None of these.

Now refer to your auxiliary sheet. Questions 57 through 60 refer to the third paragraph.

57. Omitted

*58. Sentences (2) and (3) will be more effective if they are combined somehow. Choose the best sentence:
a. From the culture in which we are reared--compounded of the influence of parents, school, church, folkways, literature--our personalities are formed.
b. Parents, school, church, folkways, literature--these make up the culture in which we are reared; these are influential in forming our personalities.
c. From the culture in which we are reared our personalities are formed and we mean here the influence compounded of parents, school, church, folkways and literature.
d. From the culture in which we are reared our personalities are formed, but also we mean here the influence compounded of parents, schook, church, folkways and literature.

*59. Which one of the following choices is best for sentence (4):
- a. We take and reject, we say we believe in lots of things we don't believe in with our whole heart and soul.
- b. We take and we reject; we do not really believe in all that we profess to believe in.
- c. We accept some ideas and we reject others; and we do not really believe in what we sometimes profess to accept.
- d. O.K. as is.

*60. Which one of the following choices is best for sentence (5):
- a. But certain reliable and dogmatic principles we make out to be our very own. Integrity most certainly consists in living up to them to the best of our ability.
- b. Cut out "worthwhile," "very," and "wholly."
- c. Integrity consists in living up to our principals.
- d. O.K. as is.

When read together the following sentences are part of a paragraph from "That Mark Horse" by Jack Shaefer.

61. Sentence: That horse and I were five-six years younger when this all began.
Revision: When this all began that horse and I were five-six years younger.
Which one of the following has this kind of structural change?
- a. The witch chased the ghost while the owls screeched.
(Revision) While the owls screeched, the witch chased the ghost.
- b. The steaming hot coffee quickly warmed the men.
(Revision) The hot coffee warmed the men.
- c. Monkeys make lovable pets for children.
(Revision) Monkeys, interesting creatures as they are, make lovable pets for children.
- d. I saw a man on the run.
(Revision) I saw a man who was running.

62. I scouted around and he was out by the stock corral and a bunch of other men too all leaning on the fence and looking over.
Revision: I scouted around and he was out by the stock corral leaning on the fence and looking over and a bunch of other men too.
Identify the means of revision used above:
- a. transformation
- b. relocation
- c. addition
- d. elimination

63. Sentence: I pushed up by the agent and there was that horse inside.
Revision: I pushed up and there was that horse inside.
Which one of the following has this kind of structural change?
a. The ghost chased the witch and the cats meowed.
(Revision) The witch chased the ghost and the cats meowed.
b. The steaming hot coffee quickly warmed the men.
(Revision) The hot coffee warmed the men.
c. Monkeys make lovable pets for children.
(Revision) Monkeys and basset hounds make lovable pets for children.
d. I saw a man running.
(Revision) I saw a man on the run.

64. Sentence: Like the rest around I'd been raised on cow ponies and this thing looked big as the side of a barn to me and awkward as all get out.
Revision: Like the rest around I'd been raised on cow ponies and this thing looked huge to me and awkward as all get out.
Identify the means of revision used above:
a. transformation
b. relocation
c. addition
d. elimination

65. Sentence: There were bits of straw clinging to him and he stood still with head up testing the air.
Revision: There were little bits of yellow straw clinging to him and he stood still with his head up testing the clear, fresh air.
Which one of the following has this kind os structural change?
a. The last is best.
(Revision) The best is last.
b. The steaming hot coffee quickly warmed the men.
(Revision) The hot coffee warmed the men.
c. Monkeys make lovable pets for children.
(Revision) Monkeys and sea horses make interesting pets for children.
d. I saw a man on the run.
(Revision) I saw a man who was running.

66. Sentence: Not too good, just enough to place once in a while.
Revision: Not too good, just enough to place occasionally.
Which one of the following has this kind of structural change?
a. The last is best.
(Revision) The best is last.
b. The steaming hot coffee quickly warmed the men.
(Revision) The hot coffee warmed the men.
c. Monkeys make lovable pets for children.
(Revision) Monkeys, interesting creatures as they are, make lovable pets for children.
d. I saw a man on the run.
(Revision) I saw a man running.

67. Sentence: I was in town one day for the mail and the postmaster poked his head out to chuckle some and say there was something for me at the station a mite too big for the box.
Revision: I was in town one day and the postmaster poked his head out to say there was something for me at the station too big for the box.
Which one of the following has this kind of structural change?
a. The last is best.
(Revision) The best is last.
b. The steaming hot coffee quickly warmed the men.
(Revision) The hot coffee warmed the men.
c. Monkeys make lovable pets for children.
(Revision) Monkeys, interesting creatures as they are, make lovable pets for children.
d. I saw a man on the run.
(Revision) I saw a man who was running.

68. Sentence: I went down and the agent wasn't there.
Revision: I hurriedly went down and the agent wasn't there.
Which one of the following has this kind of structural change?
a. The last is best.
(Revision) The best is last.
b. The steaming hot coffee quickly warmed the men.
(Revision) The hot coffee warmed the men.
c. Monkeys make lovable pets for children.
(Revision) Monkeys and sea horses make interesting pets for children.
d. I saw a man on the run.
(Revision) I saw a man who was running.

69. . . . and then I saw that horse move. He took a few steps walking and flowed forward into a trot. That's the only way to put it. He flowed forward the way water rolls down a hill.
Which one of the following patterns of repetitions is similar in form to the one Schaefer uses here?
a. Simplicity, simplicity, simplicity!
b. . . . this nation of the people, by the people, for the people shall not perish from the earth.
c. I went to the woods because I wished to live deliberately, to front only the essential facts of life, and not, when I came to die, to discover that I had not lived.
d. The British motive for founding American colonies in the seventeenth Century was that the colonies would make money for British merchants. Colonization proceeded on the assumption that British merchants would share in large money profits.

70. Sentence: His muscles didn't bunch and jump under his hide.
Revision: His muscles were supple and didn't bunch and jump under his hide.
Identify the means of revision used above:
a. Transformation
b. Relocation
c. Addition
d. Elimination

71. Sentence: They slid easy and smooth and those long legs reached for distance without seeming to try.
Revision: They slid easy and smooth and those long legs reached for distance effortlessly.
Which one of the following has this kind of structural change?
a. The ghost chased the witch.
(Revision) The witch chased the ghost.
b. The steaming hot coffee quickly warmed the men.
(Revision) The hot coffee warmed the men.
c. Monkeys make lovable pets for children.
(Revision) Monkeys, interesting creatures as they are, make lovable pets for children.
d. I saw a man on the run.
(Revision) I saw a man running.

72. Sentence: He made a double circuit of the corral without slowing, checking everything as he went by.
Revision: He made a double circuit of the corral checking everything as he went by without slowing.
Identify the means of revision used above:
a. transformation
b. relocation
c. addition
d. elimination

73. Sentence: He saw us along the fence and we could have been posts for the particular attention he paid us.
Revision: He saw us and we could have been posts for the attention he paid us.
Identify the means of revision used above:
a. transformation
b. relocation
c. addition
d. elimination

Question 73 is the last one referring to the paragraph from "That Mark Horse."

The following questions deal with patterns of repetition. In each case identify the kind of repetition by matching it with one of the choices.

Questions 74 and 75 refer to this part of the poem "Autumn" by Alexander Pope:

1 Go, gentle gales, and bear my sighs along!
2 For her, the feathered quires neglect their song:
3 For her, the limes their pleasing shades deny;
4 For her, the lilies hang their heads and die.

. . . . . .

5 Say, is not absence death to those who love?
6 Go, gentle gales, and bear my sighs away!

74. This question deals with lines 1 and 6 of Pope's poem. Which one of the following types of repetition is similar in its form to these lines?
    a. Simplicity, simplicity, simplicity!
    b. . . . this nation of the people, by the people, for the people shall not perish from the earth.
    c. I went to the woods because I wished to live deliberately to front only the essential facts of life, and not, when I came to die, to discover that I had not lived.
    d. The British motive for founding American colonies in the seventeenth century was that the colonies would make money for British merchants. Colonization proceeded on the assumption that British merchants would share in large money profits.

75. This question deals only with lines 2, 3 and 4 of Pope's poem. Which one of the following types of repetition is similar in form to these lines?
    a. Simplicity, simplicity, simplicity!
    b. . . . this nation of the people, by the people, for the people shall not perish from the earth.
    c. I went to the woods because I wished to live deliberately to front only the essential facts of life, and not, when I came to die, to discover that I had not lived.
    d. The British motive for founding American colonies in the seventeenth century was that the colonies would make money for British merchants. Colonization proceeded on the assumption that British merchants would share in large money profits.

76. "He is incapable to love and to use his reason, to make decisions, in fact incapable to appreciate life and thus is ready and even willing to destroy everything."--*The Sane Society*, Fromm.
Which one of the following types of repetition is similar in form?
a. Simplicity, simplicity, simplicity!
b. . . . this nation of the people, by the people, for the people shall not perish from the earth.
c. I went to the woods because I wished to live deliberately to front only the essential facts of life, and not, when I came to die, to discover that I had not lived.
d. The British motive for founding American colonies in the seventeenth century was that the colonies would make money for British merchants. Colonization proceeded on the assumption that British merchants would share in large money profits.

77. Earth of the slumbering and liquid trees!
Earth of departed sunset--earth of the mountains misty-topt!
Earth of the vitreous pour of the full moon just tinged with blue!
Earth of shine and dark mottling the tide of the river!
Earth of the limpid gray of clouds brighter and clearer for my sake!

Which one of the following kinds of repetition is similar in form to the one Whitman is primarily using in this passage from "Song of Myself"?
a. Simplicity, simplicity, simplicity!
b. . . . this nation of the people, by the people, for the people shall not perish from the earth.
c. I went to the woods because I wished to live deliberately, to front only the essential facts of life, and not, when I came to die, to discover that I had not lived.
d. The British motive for founding American colonies in the seventeenth century was that the colonies would make money for British merchants. Colonization proceeded on the assumption that British merchants would share in large money profits.

Questions 78 and 79 refer to the following sentence by Woodrow Wilson in the Spring of 1918:

> "Force, force to the utmost, force without stint or limit, the righteous and triumphant force which shall make right the law of the world, and cast every selfish dominion down in the dust."

78. Which one of the following kinds of repetition is most like Wilson's basic repetitive device?
    a. Simplicity, simplicity, simplicity!
    b. . . . this nation of the people, by the people, for the people shall not perish from the earth.
    c. I went to the woods because I wished to live deliberately to front only the essential facts of life, and not, when I came to die, to discover that I had not lived.
    d. The British motive for founding American colonies in the seventeenth century was that the colonies would make money for British merchants. Colonization proceeded on the assumption that British merchants would share in large money profits.

79. To reinforce his basic repetitive device, Wilson uses one of the following kinds. Which one?
    a. Simplicity, simplicity, simplicity!
    b. . . . this nation of the people, by the people, for the people shall not perish from the earth.
    c. I went to the woods beacuse I wished to live deliberately to front only the essential facts of life, and not, when I came to die, to discover that I had not lived.
    d. The British motive for founding American colonies in the seventeeenth century was that the colonies would make money for British merchants. Colonization proceeded on the assumption that British merchants would share in large money profits.

Now refer to your auxiliary sheet. The fourth paragraph is the one you will use for questions 80 through 83.

80. Each one of the following sentences might be placed in the blank that has a (1) in front of it. Which of the following sentences uses repetition best in this context?
    a. Indeed, jazz expresses the spirit of the times in an admirable and important way.
    b. Liberty! Freedom! Happiness!
    c. American freedom gave birth to jazz and it conveys the idea of liberty to millions of young people throughout the world.
    d. Jazz, along with modern abstract art, expresses the chaotic philosophy of "Live while you can" which aptly expresses the spirit of the times.

81. Now look at the underlined phrase that has a (2) in front of it: "The basic foundation . . ." Which of the following choices is most true of this kind of repetition?
  a. This is useless repetition because it simply repeats an idea that is already clearly stated.
  b. This is useless repetition because when you ask, "basic foundation, as opposed to what--unbasic foundation or baseless foundation?" you see it is nonsense.
  c. This is effective repetition because it defines the terms used.
  d. This is effective repetition because it clarifies the author's ideas.

82. In the same way, analyze the underlined words that have (3) in front of them: "polyrhythmic, that is, it is composed of many rhythms." Which of the following choices is most true of this kind of repetition?
  a. This is useless repetition because it simply repeats an idea that is already clearly stated.
  b. This is useless repetition because when you ask, "polyrhythmic, as opposed to what--nonrhythmic, or no-rhythmic?" you see it is nonsense.
  c. This is effective repetition because it defines the terms used.
  d. This is effective repetition because it emphasizes the author's ideas.

83. Apply the same kind of analysis to "intriguing and baffling," the words following (4). Which of the following choices is most true of this kind of repetition?
  a. This is useless repetition because it simply repeats an idea that is already clearly stated.
  b. This is useless repetition because when you ask, "baffling, as opposed to what--clarity and precision?" you see it is nonsense.
  c. This is effective repetition because it defines the terms being used.
  d. This is effective repetition because it emphasizes the author's ideas.

Now refer to your auxiliary sheet, page two. Questions 84-87 refer to the second paragraph on that page.

84. Look at the underlined phrase with (1) in front of it: "prehistoric primitive man." Which of the following choices is most true of this kind of repetition?
  a. This is useless repetition because it simply repeats an idea that is already clearly stated.
  b. This is useless repetition because when you ask, "prehistoric primitive man, as opposed to what--posthistoric or contemporary primitive man?" you see it is nonsense.
  c. This is effective repetition because it defines the terms used.
  d. This is effective repetition because it clarifies and emphasizes the author's ideas.

*85. Now look at the underline phrase with (2) in front of it: "'plasma', that is, electrically charged matter." Which of the following choices is most true of this kind of repetition?

a. This is useless repetition because it simply repeats an idea that is already clearly stated.
b. This is useless repetition because when you ask, "electrically charged matter, as opposed to what--non-electrically charged matter?" you see it is nonsense.
c. This is effective repetition because it defines the terms used.
d. This is effective repetition because it clarifies the author's ideas.

*86. In the same way analyze the underlined sentences with (3) in front of them: "For some unknown reason there is a periodic change in the plasma flow. At times it expands and at other times it contracts." Which of the following is most true of these sentences?

a. This is useless repetition because it simply repeats an idea that is already clearly stated.
b. This is useless repetition because when you ask, "Periodic change, as opposed to what--unperiodic change?" you see it is nonsense.
c. This is effective repetition because it defines the terms used.
d. This is effective repetition because it clarifies the author's ideas.

*87. Apply the same kind of analysis to the underlined words with (4) in front of them: "solar wind of the sun." Which of the following is most true of these words?

a. This is useless repetition because it simply repeats an idea that is already clearly stated.
b. This is useless repetition because when you ask, "sun, as opposed to what--the moon?" you see it is nonsense.
c. This is effective repetition because it defines the terms used.
d. This is effective repetition because it clarifies and emphasizes the author's ideas.

APPENDIX B

USES OF LANGUAGE

DIRECTIONS

You have before you two sets of materials. One set is the test itself. The second is the instructions which you are now reading. Instructions within the test will refer you to the appropriate passages.

Your answers to all questions in this test are to be recorded on a separate answer sheet. Print your name, name of your school and city, title of this test and date on your answer sheet. Do this now; then finish reading these directions.

Each exercise in this test consists of a question followed by several suggested answers. The answer sheet contains sets of spaces. Each set is numbered to correspond to a question in the test. To mark an answer, decide which one of the suggested answers is best; then, on the answer sheet, find the set of spaces numbered the same as the question. Make a heavy black mark in the space corresponding to the best answer. That is, if you think answer a is best, mark the first space; if answer b is best, mark the second space, etc.

If you change your mind about an answer, erase your first mark completely. Then mark the space for the answer you prefer. Make certain each time that your mark is placed in the set of spaces numbered the same as the question. Any mark wrongly placed will count against you.

AUXILIARY SHEET FOR USES OF LANGUAGE

Paragraph 1 This paragraph refers to questions 9 - 11.

You are at home listening to a physical fitness program on the radio. The announcer gives you these instructions--"Lie flat on your back, knees bent and feet hooked under a heavy piece of furniture, hands at the sides. At the count of one, with your chin as close to the chest as possible, raise the body to a sitting position and continue forward as far as you can. For the count of two, return to the original position."

Paragraph 2 This paragraph refers to questions 25 - 27.

Here is a passage from a letter of John Keats to his brother and sister-in-law: "I mean, I began by seeing how man was formed by circumstances--and what are circumstances?--but touchstones of his heart--? and what are touchstones?--but proovings of his heart? and what are proovings of his heart but fortifiers or alterers of his nature? and what is his altered nature but his soul?--and what was his soul before it came into the world and had these proovings and alterations and perfectionings?--An intelligence without Identity--and how is this Identity to be made? Through the medium of the Heart? And how is the heart to become this Medium but in a world of circumstances?"

Paragraph 3 This paragraph refers to questions 30 and 31.

A group of children on the way home on the last day of school are singing, "School's out! School's out! Teacher let the monkeys out . . ." Suddenly they change their tune and burst into the song from Mary Poppins with the million-dollar word: "Supercalifragilisticexpialidocious!"

Paragraph 4 This paragraph refers to questions 32 - 36.

In The Merchant of Venice by Shakespeare, Shylock is a money-lender whom Antonio hates. However, when Antonio needs to borrow money, he finds Shylock willing to loan it to him:

SHYLOCK: This kindness will I show.
Go with me to a notary, seal me there
Your single bond. And, in a merry sport,
If you repay me not on such a day,
In such a place, such sum or sums as are
Expressed in the condition, let the forfeit
Be nominated for an equal pound
Of your fair flesh, to be cut off and taken
In what part of your body pleaseth me.
ANTONIO: Content, i' faith. I'll seal to such a bond

Paragraph 5 This paragraph refers to questions 37 and 38.

Here is a poem by William Wordsworth:

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now when I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.

Paragraph 6 This paragraph refers to questions 43 and 44.

Here is a passage from Pride and Prejudice by Jane Austen:

"The tumult of her mind was now painfully great. She knew not how to support herself, and from actual weakness sat down and cried for half an hour. Her astonishment, as she reflected on it. That she should receive an offer of marriage from Mr. Darcy!"

Paragraph 7 This paragraph refers to questions 45 and 46.

Here is a situation from The King of the Wind by Marguerite Henry:

Agba, a Morroccan stable boy, and a mute, was taking care of a newborn colt: "He made all sorts of promises in his mind. 'My name is Agba. Ba means father. I will be a father to you, Sham, . . ."

Paragraph 8 This paragraph refers to questions 49 - 52.

From Beowulf:

Beowulf spoke:
"Let your sorrow end! It is better for us all
To avenge our friends, not mourn them forever.
Each of us will come to the end of this life
On earth; he who can earn it should fight
For the glory of his name; fame after death
Is the noblest of goals. Arise, guardian
Of this kingdom, let us go, as quickly as we can,
And have a look at this lady monster.

. . . .

Paragraph 9 This paragraph refers to questions 53 and 54.

From the Life Nature Library: "Evolution"

"A million years or so ago, some of those near-men of South Africa--who may or may not have been among our direct ancestors--took to globe-trotting. The world beckoned them; perhaps the game always looked to be a little more plentiful a little farther on, and in their time "farther on" was uniquely reachable. The wide continental ice sheets had crept down from the north, and as vast quantities of water were locked up in the miles-deep ice, the sea level receded. All through the world the shores widened and land bridges were revealed, wide and crossable, between some of the earth's major land masses.

So early man pushed on, dry-shod, out of Africa into southern and western Europe, where some of his primitive stone tools have been found; into India south of the Himalayas, where he left more of his enduring flints to mark his passing; and along a warm, dry corridor into a southern extension of the Asiatic continent that is now the island of Java. There the skull and leg bones of Pithecanthropus testified to his arrival and survival. Probably a little later the migrators turned north into China."

Paragraph 10 This paragraph refers to questions 57 - 59.

From the Lincoln Journal, April 23, 1965:

Boston (UPI)--Dr. Martin Luther King, ignoring threats of death, led a civil rights march in this "cradle of liberty" city Friday after jittery police freed him from enthusiastic mobs who trapped him in his car for an hour.

The Atlanta integrationist walked at the head of a column of 15,000 persons--about half as many as anticipated--from a Negro slum area to a rally on famed Boston Common. The rally attracted about 22,000 persons.

USES OF LANGUAGE
Grade 9

*1. A vocal soloist in church steps to the piano and faces the congregation. When she is ready to sing, she looks at the pianist and nods. He begins to play the accompaniment.

Which of the following questions can most sensibly be asked by the pianist of the soloist's underlined gesture?
- a. Is that true or false?
- b. Will she do what she says?
- c. Is she putting on?
- d. Shall I do what she indicates?

2. This question refers to the situation described for question 1.

In which of the following situations do utterances have a job most like the soloist's underlined gesture?
- a. A teacher at the front of the room says, "For next Monday write a short theme on some aspect of your hobby or favorite pastime activity."
- b. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."
- c. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!"
- d. At a football game, four girls jump up and face the crowd, yelling, "Let's go south! Let's go south!" The crowd joins the chant.

3. A man is eating breakfast and reading the morning paper at the same time. His wife approaches with the coffee pot to refill his cup. He holds his hand over his cup.

In which of the following situations do utterances have a job most like the man's underlined gesture?
- a. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."
- b. A teacher at the front of the room says, "For next Monday write a short theme on some aspect of your hobby or favorite pastime activity."
- c. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!"
- d. At a football game, four girls jump up and face the crowd, yelling--"Let's go south! Let's go south!" The crowd joins the chant.

(NOTE: Correct answer is underlined.
* indicates those items on the criterion test)

4. A small boy, almost in tears, limps to his mother holding his knee. She holds him awhile, hugs him and kisses him.

In which of the following situations do utternaces have a job most like the boy's actions?

a. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."

b. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"

c. At a football game, four girls jump up and face the crowd, yelling--"Let's go south! Let's go south!" The crowd joins the chant.

d. A boy with a water pistol in school fires at a girl. The teacher asks him to place it on her desk. He says, "Please let me keep it. I won't shoot it again, I promise."

5. This question refers to the situation described for question 4.

In which of the following situations do gestures have a job most like the mother's actions?

a. A father speaks to his daughter--"Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.

b. A band leader in a high shcool steps to the stand and taps it with his baton. The students stop chatting and get ready to play.

c. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.

d. A salesman has been talking to his client about an insurance policy. He tries to close the deal by saying, "Why not get this added protection now?" The client reaches for his pen and signs his name on the line.

6. Now consider this utterance from President Kennedy's inaugural address on January 20, 1961: "Ask not what your country can do for you; ask what you can do for your country."

In which of the following situations do utterances have a job most like Kennedy's utterance?

a. A teacher at the front of the room says, "For next Monday write a short theme on some aspect of your hobby or favorite pastime activity."

b. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."

c. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"

d. She dwelt among the untrodden ways
    Beside the springs of Dove,
A Maid whom there were none to praise
    And very few to love:

*7. You are doing your math homework and read, "When multiplying with decimals, the methods are similar to those used with whole numbers except you must use care in placing the decimal point in the product."

Which one of the following is an appropriate response for the reader of the above passage?

a. "OK, I'll do it."
b. "Um-m-m--yes--I think I understand that now."
c. "Oh-h, now I see this kind of experience more fully."
d. "Boy, the writer is sure worded up about that!"

8. This question refers to the passage from the math book quoted in question 7. In which of the following situations do gestures have a job most like the language in the math book?

a. A father speaks to his daughter--"Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.

b. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.

c. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.

d. A little girl is practicing the piano. She plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and slams both hands down on the keys.

9. This question refers to paragraph 1 on your auxiliary sheet.

In which of the following situations do gestures have a job most like the utterance of the radio announcer?

a. A father speaks to his daughter--"Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.
b. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.
c. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.
d. A salesman has been talking to his client about an insurance policy. He tries to close the deal by saying, "Why not get this added protection now?" The client reaches for his pen and signs his name on the line.

10. This question refers to paragraph 1 on your auxiliary sheet.

Which one of the following questions can be most sensibly asked by the listener of the radio announcer's utterance?

a. Is that true or false?
b. Is he putting one?
c. Shall I do what he indicates?
d. Is he telling a meaningful 'tale', one which has a point or tries to make me see something new?

11. This question refers to paragraph 1 on your auxiliary sheet.

Suppose that a housewife has just poured her second cup of coffee when she hears the above quoted physical fitness instructions. As she slowly sips the coffee she reflects on how clearly the announcer has described the steps in this exercise for the listener. Which of the following choices best described her response:

a. This is an UNEXPECTED response because the announcer expects the housewife-listener to stop what she is doing at home and DO the exercise.
b. This is an UNEXPECTED response because the housewife doesn't respond to the announcer's attempt to get a group feeling from his audience.
c. This is an EXPECTED response because no housewife is ready to exercise before she has had at least three cups of coffee.
d. This is an EXPECTED response because the housewife recognizes the announcer's attempt to say something important about human experience.

12. You walk into an unfamiliar grocery store to buy something you need. You ask, "Where's the shampoo?" and the clerk answers, "South side of counter 15."

What would be appropriate behavior for the clerk to use with that utterance?
a. Wink obviously at another clerk--that emphasizes the fact that you're an outsider here.
b. Point toward counter 15--it helps clarify directions in case you're mixed up in a strange place.
c. Make a paper wad, pick up a rubber band--send this missle on its way toward counter 15 with the added instructions, "That-a-way."
d. With an anguished expression on his face, he would put his left forearm on the counter, his forehead on his forearm, and pound the counter with his right fist.

13. A small boy had frequently been told by his mother, "No! no! Billy doesn't tear paper in little bits and scatter it on the floor." While mother is out of the room, Billy tears paper in little bits, strewing it all over the floor. At the same time he is saying to himself, "No! no! Billy doesn't."

If the mother's language is effective, where does it get its force?
a. Mother's authority
b. Mother's real angry voice
c. Mother's superior knowledge
d. Mother's language is not effective

14. This question refers to the situation described for question 13. Which of the following questions could be sensibly asked by Billy if he understood the mother's utterance?
a. Is that true or false?
b. Is she putting on?
c. Shall I do what she indicates?
d. Does she belong to my group, one who is in the "know"?

*15. This question refers to the situation described for question 13. What job is Billy's language apparently doing in this situation?
a. expressing joy, pain, grief, or anger
b. communicating information
c. imitating adult sound patterns (with understanding)
d. imitating adult sound patterns (without understanding)

*16. Which of the following utterances commits the audience to further action?
   a. A small child, playing alone, pounds the fist of one hand into the open palm of the other hand, repeating, "One potato, two potatoes, three potatoes, four!"
   b. You are reading a James Joyce novel and it begins: "Once upon a time and a very good time it was there a moocow coming down along the road and this moocow that was down along the road met a nicens little boy named baby tuckoo . . ."
   c. Holy, holy, holy Lord God of hosts. * Hosanna in the highest. * Blessed is he who comes in the name of the Lord. * Hosanna in the highest. --from Catholic Mass
   d. A mother calls her ten-year-old son, gives him some money and says, "Will you ride your bike to the store and get me some butter, please?"

17. A small child, playing alone, pounds the fist of one hand into the open palm of the other hand, repeating, "One potato, two potatoes, three potatoes, four!"

   What job is the child's language apparently doing in this situation?
   a. communicating information
   b. directing someone else's behavior
   c. imitating adult sound patterns (with understanding)
   d. imitating adult sound patterns (without understanding)

18. In a department store a customer has selected the merchandise she wishes to buy. The clerk asks, "Will this be cash or charge?" The customer answers, "Charge."

   The customer's utterance gains its force in one of the following ways. Which one?
   a. undesirable consequences if the audience (in this case, the clerk) disregards it
   b. the accuracy of its description
   c. depth of the speaker's feeling
   d. feeling of togetherness between speaker and audience

19. In class, the teacher has written on the board, "For Tuesday, read Chapter 12 in your text." Which of the following constitutes an appropriate response to this use of language?
   a. OK, I'll do it.
   b. Um-m-m--yes--I think I understand that now.
   c. I'll live up to my end of the agreement.
   d. Boy! You're sure worked up about that!

*20. "Holy, holy, holy Lord God of hosts. * Heaven and earth are filled with your glory. * Hosanna in the highest. * Blessed is he who comes in the name of the Lord. *Hosanna in the highest." --from Catholic Mass

In which of the following situations do gestures have a job most like the language in the ritual?

a. A father speaks to his daughter, "Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.

b. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.

c. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.

d. A salesman has been talking to his client about an insurance policy. He tries to close the deal by saying, "Why not get this added protection now?" The client reaches for his pen and signs his name on the line.

*21. This question refers to the religious ritual quoted for question 20. A boy is attending Mass and repeating the above with the congregation. But after the phrase, "Heaven and earth are filled with your glory," he stops speaking and mutters to himself: "I wonder if that's really so." With which of the following uses is he confusing the language of the ritual?

a. A teacher at the front of the room says, "For next Monday write a short theme on some aspect of your hobby or favorite pastime activity."

b. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."

c. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noises and colored lights he says, "Wow! this is really something! Wow-ee!!"

d. She dwelt among the untrodden ways
   Beside the springs of Dove,
A Maid whom there were none to praise
   And very few to love:

22. A ten-year-old girl says to her six-year-old brother: "Get out of my room! You're not supposed to come in without my permission, and I don't want you in here! Get out! Mother!!"

In which of the following situations do gestures have a job most like the ten-year-old's language?
a. A father speaks to his daughter, "Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.
b. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.
c. A little girl is practicing on the piano. She plays a few measures, makes a mistake, and beings again; she plays a few measures, makes a mistake, and slams both hands down on the keys.
d. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.

*23. Two boys are talking.
"Did you ask your mother if you could stay all night with me Friday night?"
"Yeah, she said it's OK. I'll see ya' Friday."
"Yeah, see ya'. We'll have lots of fun!"

Which of the following questions can sensibly be asked of the boy's underlined utterance in this situation?
a. Is that true or false?
b. Will he do what he says?
c. Is he putting on?
d. Is he telling a meaningful 'tale', one which has a point or tries to make me see something new?

*24. This question refers to the situation described for question 23. In which one of the following situations do gestures have a job most like that of the boy's underlined utterance?
a. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.
b. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.
c. A little girl is practicing on the piano. She plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and slams both hands down on the keys.
d. A salesman has been talking to his client about an insurance policy. He tries to close the deal by saying, "Why not get this added protection now?" The client reaches for his pen and signs his name on the line.

25. This question refers to paragraph 2 on your auxiliary sheet.

In which of the following situations do utterances have a job most like the language in Keats' letter?

a. A teacher at the front of the room says, "For next Monday write a short theme on some aspect of your hobby or favorite pastime activity."

b. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."

c. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"

d. She dwelt among the untrodden ways
   Beside the springs of Dove,
A Maid whom there were none to praise
   And very few to love:

26. This question refers to paragraph 2 on your auxiliary sheet.

Keats' use of language gets its force in one of the following ways. Which one?

a. the accuracy of its description
b. undesirable consequences if the audience disregards it
c. depth of the speaker's feeling
d. feeling of togetherness between speaker and audience

27. This question refers to paragraph 2 on your auxiliary sheet.

Suppose someone responds in this way to the passage from Keats' letter: "What does he mean 'touchstones of the heart?'--and 'intelligence without Identity?' this is absurd--Keats is all mixed up! Does he really think that's true?" With which of the following uses has he confused Keats' use of language?

a. A father speaks to his daughter, "Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.

b. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.

c. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.

d. A little girl is practicing on the piano. She plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and slams both hands down on the keys.

28. The following is from a statement you might be asked to sign when getting a charge account: "In consideration of your selling merchandise to me on ---------------- revolving CHARGE ACCOUNT, I agree to the following regarding all purchases by me or on my --------------- CHARGE ACCOUNT identification . . ."

In which one of the following situations do utterances have a job most like that of the charge account statement quoted above?

a. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."
b. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"
c. A boy with a water pistol in school fires at a girl. The teacher asks him to place it on her desk. He says, "Please let me keep it. I won't shoot it again, I promise."
d. At a football game, four girls jump up and face the crowd, yelling, "Let's go south! Let's go south!" The crowd joins the chant.

29. This question refers to the statement quoted for question 28. Which one of the following choices is an appropriate response to the use of language involving the charge account?
a. OK, I'll do it.
b. Oh-h, now I see this kind of experience more fully.
c. I'll live up to my end of the agreement.
d. Um-m-m--yes--I think I understand that now.

30. This question refers to paragraph 3 on your auxiliary sheet. In which of the following situations do gestures have a job most like that of the children singing?
a. A father speaks to his daughter--"Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.
b. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.
c. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.
d. A salesman has been talking to his client about an insurance policy. He tries to close the deal by saying, "Why not get this added protection now?" The client reaches for his pen and signs his name on the line.

*31. This question refers to paragraph 3 on your auxiliary sheet. Two mothers watch the children go by and hear them sing. They smile knowingly and one says to the other: "They're all buddy-buddy, at least right now." Which one of the following choices best describes this response?
a. It is an UNEXPECTED response because this use of language doesn't call for a response.
b. It is an UNEXPECTED response because it is obvious to the other mother and she doesn't need to be told.
c. It is an EXPECTED response because it is what the children wanted them to do.
d. It is an EXPECTED response because it adequately expresses what the mothers feel.

32. This question refers to paragraph 4 on your auxiliary sheet. In which of the following situations do utterances have a job most like that of Shakespeare's language (as opposed to Shylock's and Antonio's language)?
a. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"
b. A boy with a water pistol in school fires at a girl. The teacher asks him to place it on her desk. He says, "Please let me keep it. I won't shoot it again, I promise."
c. At a football game, four girls jump up and face the crowd, yelling--"Let's go south! Let's go south!" The crowd joins the chant.
d. She dwelt among the untrodden ways
 Beside the springs of Dove,
A Maid whom there were none to praise
 And very few to love:

33. This question refers to paragraph 4 on your auxiliary sheet. What job is Shakespeare's language (as opposed to Shylock's and Antonio's language) apparently doing in this situation?
a. expressing joy, pain, grief, or anger
b. communicating information
c. directing someone else's behavior
d. letting us in on a new experience

34. This question refers to paragraph 4 on your auxiliary sheet. Which of the following questions can be sensibly asked by Antonio of Shylock's use of language?
a. Is that true or false?
b. Will he do what he says?
c. Is he putting on?
d. Is he telling a meaningful 'tale', one which has a point or tries to make me see something new?

*35. This question refers to paragraph 4 on your auxiliary sheet. In which of the following situations do gestures have a job most like the way Shylock and Antonio (as opposed to Shakespeare) are using language?
  a. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.
  b. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.
  c. A little girl is practicing on the piano. She plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and slams both hands down on the keys.
  d. A salesman has been talking to his client about an insurance policy. He tries to close the deal by saying, "Why not get this added protection now?" The client reaches for his pen and signs his name on the line.

36. This question refers to paragraph 4 on your auxiliary sheet. Shylock's and Antonio's use of language (as opposed to Shakespeare's use) gets its force in a way that is something like one of the following. Which one?
  a. The knowledge and experience of the writer/speaker--and someone to learn.
  b. The appropriateness of the circumstances--the barefoot girl on the hot sidewalk says, "Ow!"
  c. The terms as stated and agreed to by both parties.
  d. Its truth to our inner and outer experience--we "see" something in a new or different way.

*37. This question refers to paragraph 5 on your auxiliary sheet. Wordsworth's use of language gets its force in one of the following ways. Which one?
  a. the accuracy of its description.
  b. undesirable consequences if the audience disregards it.
  c. the importance of what it has to say about human experience.
  d. depth of the speaker's feeling.

*38. This question refers to paragraph 5 on your auxiliary sheet. What is the reader of Wordsworth's poem supposed to see?
  a. that the writer is a good risk
  b. that the writer knows something that can be verified by observation
  c. that the writer sees something important in human experience
  d. that the writer is sincere

*39. Here is a situation from Marguerite Henry's book *King of the Wind*:

> Agba liked the Bishop at once. He had friendly blue eyes and wore no wig at all. His hair was powdered white by time. He bowed to the King first, then turned to the Duke, his eyes crinkled with suppressed laughter.
>
> "What is it, Monsieur le duc? What is it?" he asked.
>
> Monsieur le duc's face was stained an angry red.
>
> *"This--this clumsy, camel-necked nag!"* he stammered. "He crushed my toe. What is more, he did it from a vile temper and . . ."

What job is Marguerite Henry's language (as opposed to the Bishop's and Duke's language) apparently doing in this situation?

a. expressing joy, grief, anger or fear
b. communicating information
c. directing someone else's behavior
d. letting us in on a new experience

*40. This question refers to the situation quoted for question 39. Which of the following questions can be sensibly asked of Marguerite Henry's language (as opposed to the Bishop's and Duke's language)?

a. Is that true or false?
b. Is she putting on?
c. Is she really one of us?
d. Is she telling a meaningful 'tale,' one which has a point or tries to make me see something new?

*41. This question refers to the situation quoted for question 39. Notice the Duke's underlined utterance. What job is the Duke's language (as opposed to Marguerite Henry's language) apparently doing in this situation?

a. expressing joy, grief, anger or fear
b. communicating information
c. directing someone else's behavior
d. letting us in on a new experience

*42. This question refers to the situation quoted for question 39. The Duke's underlined utterance gets its force in one of the following ways. Which one?

a. the accuracy of its description
b. the importance of what it has to say about human experience
c. undesirable consequences if the audience disregards it
d. depth of the speaker's feelings

43. This question refers to paragraph 6 on your auxiliary sheet. What is the reader of this passage supposed to see?
  a. Miss Austen sees what needs to be done.
  b. Miss Austen knows something that is verifiably true.
  c. Miss Austen sees something important in human experience.
  d. Miss Austen is one of us.

44. This question refers to paragraph 6 on your auxiliary sheet. In which of the following situations do utterances have a job most like that of Jane Austen's language?
  a. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."
  b. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"
  c. At a football game, four girls jump up and face the crowd, yelling, "Let's go south! Let's go south!" The crowd joins the chant.
  d. She dwelt among the untrodden ways
     Beside the springs of Dove,
     A Maid whom there were none to praise
     And very few to love:

*45. This question refers to paragraph 7 on your auxiliary sheet. In which of the following situations do utterances have a job most like Agba's unspoken thoughts?
  a. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."
  b. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"
  c. A boy with a water pistol in school fires at a girl. The teacher asks him to place it on her desk. He says, "Please let me keep it. I won't shoot it again, I promise."
  d. She dwelt among the untrodden ways
     Beside the springs of Dove,
     A Maid whom there were none to praise
     And very few to love:

46. This question refers to paragraph 7 on your auxiliary sheet. If the colt could hear and respond to Agba's unspoken thoughts which of the following questions could he most sensibly ask of it?
  a. Is that true or false?
  b. Will he do what he says?
  c. Is he putting on?
  d. Is he really one of us?

47. This is from "Song of Myself" by Walt Whitman:

"Of every hue and caste am I, of every rank and religion,
A farmer, mechanic, artist, gentleman, sailor, quaker,
Prisoner, fancy-man, rowdy, lawyer, physician, priest."

Whitman's use of language gets its force in one of the following ways. Which one?
a. the accuracy of its description
b. the importance of what it has to say about human experience
c. depth of the speaker's feeling
d. feeling of togetherness between speaker and audience

48. This question refers to the quote from "Song of Myself" used in question 47. Suppose someone responds to the passage from Whitman in this way: "What does he mean--he's nutty! It's just not true--he couldn't have been all those things." He is confusing Whitman's use of language with which one of the following uses?
a. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."
b. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"
c. A teacher at the front of the room says, "For next Monday, write a short theme on some aspect of your hobby or favorite pastime activity."
d. At a football game, four girls jump up and face the crowd, yelling, "Let's go south! Let's go south!" The crowd joins the chant.

49. This question refers to paragraph 8 on your auxiliary sheet. In which of the following situations do utterances have a job most like the author's use of language (as opposed to Beowulf's use)?
a. A teacher at the front of the room says, "For next Monday write a short theme on some aspect of your hobby or favorite pastime activity."
b. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"
c. At a football game, four girls jump up and face the crowd yelling, "Let's go south! Let's go south!" The crowd joins the chant.
d. She dwelt among the untrodden ways
    Beside the springs of Dove,
A Maid whom there were none to praise
    And very few to love:

50. This question refers to paragraph 8 on your auxiliary sheet. The author's use of language (as opposed to Beowulf's use) gets its force in one of the following ways. Which one?
   a. the accuracy of its description
   b. the importance of what it has to say about human experience
   c. undesirable consquences if the audience disregards it
   d. feeling of togetherness between speaker and audience

51. This question refers to paragraph 8 on your auxiliary sheet. Beowulf's use of language (as opposed to the author's use) gets its force in one of the following ways. Which one?
   a. the accuracy of its description
   b. the importance of what it has to say about human experience
   c. undesirable consequences if the audience disregards it
   d. feeling of togetherness between speaker and audience

52. This question refers to paragraph 8 on your auxiliary sheet. Beowulf's audience for these lines is a King and some Danes. What question can they appropriately ask of Beowulf's utterance?
   a. Is that true or false?
   b. Will he do what he says?
   c. Shall I do what he indicates?
   d. Is he telling a meaningful 'tale', one which has a point or tries to make me see something new?

53. This question refers to paragraph 9 on your auxiliary sheet. What job is this language apparently doing in this situation?
   a. expressing joy, grief, anger or fear
   b. communicating information
   c. promoting a feeling of togetherness
   d. letting us in on a new experience

*54. This question refers to paragraph 9 on your auxiliary sheet. A student reading this statement is puzzled over it: "A million years?--men on earth that long ago? I wonder if that's really true."
Which one of the following choices best describes the student's response:
   a. This is an UNEXPECTED response because the student should recognize that the author is just giving vent to his own emotions.
   b. This is an UNEXPECTED response because the student should recognize that the author is trying to get a group feeling.
   c. This is an EXPECTED response because the student recognizes the writer's intent to give information.
   d. This is an EXPECTED response because the student recognizes it as an attempt to direct his actions.

55. A six-year-old boy who had been following Gemini 5 announced to his mother that everything was A-OK. The pilots were A-OK; the capsule was A-OK. Later, asked by his brother if he liked his birthday present, the boy replied, "It's A-OK!"

The boy's underlined use of language gets its force in a way that is something like one of the following. Which one?

a. The appropriateness of the circumstances--the barefoot girl on the hot sidewalk says, "Ow!"
b. The terms as stated and agreed to by both parties.
c. Its truth to our inner and outer experience--we "see" something in a new or different way.
d. The fact that each person in the situation is familiar with the words and action--each knows exactly what to do.

56. This question refers to the situation given in question 55. In which of the following situations do utterances have a job most like the boy's underlined utterance?
a. A teacher at the front of the room says, "For next Monday, write a short theme on some aspect of your hobby or favorite pastime activity."
b. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."
c. At a football game, four girls jump up and face the crowd yelling, "Let's go south! Let's go south!" The crowd joins the chant.
d. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"

57. This question refers to paragraph 10 on your auxiliary sheet. What job are these three sentences apparently supposed to do?
a. expressing joy, grief, anger or fear
b. communicating information
c. directing someone else's behavior
d. creating a feeling of togetherness

58. This question refers to paragraph 10 on your auxiliary sheet. Which one of the following questions can appropriately be asked of these three sentences?
a. Is that true or false?
b. Is he putting on?
c. Is he telling a meaningful 'tale', one which has a point or tries to make me see something new?
d. Is he really one of us?

59. This question refers to paragraph 10 on your auxiliary sheet. In which of the following situations do gestures have a job most like the language about Martin Luther King?
   a. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.
   b. A father speaks to his daughter, "Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.
   c. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.
   d. A little girl is practicing on the piano. She plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and slams both hands down on the keys.

60. You are writing a piece on space exploration. Beyond the facts you will need to write intelligently, your writing is to be more or less speculation. What forms of life might space explorers find on the planets? If there is intelligent life on some of the planets, what environmental factors might account for their physical and intellectual differences from us and also from those on other planets? In what ways might their art forms differ from ours, and what factors might contribute to this difference?

   In which of the following situations do utterances have a job which would be out of place in this particular writing assignment?
   a. A teacher at the front of the room says, "For next Monday, write a short theme on some aspect of your hobby or favorite pastime activity."
   b. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."
   c. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"
   d. She dwelt among the untrodden ways
         Beside the springs of Dove,
      A Maid whom there were none to praise
         And very few to love:

61 You have been commissioned by the Sky and Telescope magazine to write an article on the origin of neutron stars. Naturally, this calls for a certain kind of language and your use of language would get its force in one of the following ways. Which one?
   a. the accuracy of its description
   b. the importance of what it says about human experience
   c. depth of the writer's feeling
   d. feeling of togetherness between writer and audience

62. From Beowulf:
Beowulf spoke:

"...
Anything I can do, here on this earth,
To earn your love, oh great king, anything
More than I have done, battles I can fight
In your honor, summon me, I will come as I came
Once before. If I hear, from across the ocean,
That your neighbors have threatened you with
war, or oppressed you
As enemies once oppressed you, here, I will bring
A thousand warriors, a thousand armed Geats
To protect your throne . . ."

What job is the author's language (as opposed to Beowulf's language) apparently doing here?

a. expressing joy, grief, anger or fear
b. communicating information
c. creating a feeling of togetherness
d. letting us in on a new experience

63. This question refers to the quote from Beowulf used for question 62. In the story Beowulf has an audience. Which one of the following questions can be most sensibly asked by his audience of Beowulf's utterance?

a. Is that true or false?
b. Will he do what he says?
c. Is he putting on?
d. Is he telling a meaningful 'tale', one which has a point or tries to make me see something new?

64. This question refers to the quote from Beowulf used for question 62. In which of the following situations do gestures have a job like Beowulf's utterance (as opposed to the author's language)?

a. A father speaks to his daughter, "Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.
b. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.
c. A salesman has been talking to his client about an insurance policy. He tries to close the deal by saying, "Why not get this added protection now?" The client reaches for his pen and signs his name on the line.
d. A little girl is practicing on the piano. She plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and slams both hands down on the keys.

*65. As a writing assignment you are to write a myth which might be a part of the folklore of the people of another planet. You decide to write about Saturn because it has nine moons. Four of the moons will represent forces of good and four will be endowed with forces of evil. The ninth moon will represent an all-powerful, spiteful force which keeps the beings of Saturn in a state of panic. By taking a group of typical Saturnites you intend to show how their belief affects their daily lives, where their belief gets its force, and how their belief continually changes its direction and use in the Saturnites' minds.

Which of the following questions will the reader of the finished piece be able to ask of it?

a. Is that true or false?
b. Is he putting on?
c. Is he really one of us?
d. Is he telling a meaningful 'tale', one which has a point or tries to make me see something new.

66. As a boy leaves the library he sees a girl about his own age going in. He decides he has to get acquainted with this girl. Your assignment is to write a story around this situation. How does he go about meeting the girl?

In which one of the following situations do utterances have a job most like the job your language will have when you write the story?

a. A teacher at the front of the room says, "For next Monday write a short theme on some aspect of your hobby or favorite pastime activity."
b. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."
c. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"
d. She dwelt among the untrodden ways
 Beside the springs of Dove,
 A Maid whom there were none to praise
 And very few to love:

*67. On a page in a magazine you read: "Come on in where the hits are! . . As a new member you may take any 8 regular or stereo records FREE . . . "

What job does the language of the ad apparently do in this situation?

a. communicating information
b. directing someone else's behavior
c. creating a feeling of togetherness
d. letting us in on a new experience

*68. Annette came in--half waltz, half watusi, spiralling and gyrating, back and forth, up and down--and singing.
"Like the new dance, Dad--dear ol' Dad o' mine?" It's the latest!! It's the FIREBALL!"
"Fireball," thundered Dad. "It's obscene--obscene, I tell you. Stop it or I'll fireball you."

Look at Annette's underlined utterance: "FIREBALL." What job is Annette's utterance apparently doing in this situation?

a. expressing joy, grief, anger or fear
b. communicating information
c. creating a feeling of togetherness
d. letting us in on a new experience

*69. This question refers to the situation described in question 68. Look at the father's underlined utterance. In which of the following situations do gestures have a job like the father's utterance?

a. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.
b. A father speaks to his daughter--"Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.
c. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.
d. A little girl is practicing on the piano. She plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and then begins again; she plays a few measures, makes a mistake, and slams both hands down on the keys.

*70. Jim headed for the hideout cave. As he stepped to the entrance he stopped.
"Fireball," he said in a low voice.
"Jim's here," someone said. Jim hurried in, eager for the excitement he knew was being planned.

In which of the following situations do utterances have a job most like Jim's underlined utterance?

a. You are listening to a lecture on architecture: "Then about 1890 steel framing became practical for high buildings. In 1891 a 22-story building was built on a metal skeleton in Chicago."
b. A teacher at the front of the room says, "For next Monday write a short theme on some aspect of your hobby or favorite pastime activity."
c. At a football game, four girls jump up and face the crowd, yelling--"Let's go south! Let's go south!" The crowd joins the chant.
d. A boy with a water pistol in school fires at a girl. The teacher asks him to place it on her desk. He says, "Please let me keep it. I won't shoot it again, I promise."

71. In which one of the following topics would your essay be most like pounding your fist on the table?
    a. In history class the assignment is to write an essay evaluating Spain's influence in Mexico and South America during the 16th and 17th centuries.
    b. In English class the assignment is an essay telling why you think photography is the most interesting hobby a person can have.
    c. In science class the assignment is an essay on the care of the microscope.
    d. In English class the assignment is an essay on how to care for a microscope mimicking a science teacher.

72. In which one of the following topics would your essay be most like pointing to a jet airplane to show someone where to look?
    a. In science class the assignment is an essay on the care of the microscope.
    b. In English class the assignment is an essay on how to care for a microscope mimicking a science teacher.
    c. In Guidance class the assignment is an essay on your pet gripe.
    d. In home economics write an essay on why it is important for boys to learn to cook.

73. In which one of the following topics would your essay be most like a soloist nodding to her accompanist to indicate she is ready to begin.
    a. In history class the assignment is to write an essay evaluating Spain's influence in Mexico and South America during the 16th and 17th centuries.
    b. In Guidance class the assignment is an essay on your pet gripe.
    c. In English class the assignment is an essay satirizing students' manners in the cafeteria.
    d. In Woodworking class the assignment is an essay on how to build a bookcase.

74. In which one of the following topics would your essay be most like shaking hands with a friend you haven't seen for a long time?
    a. In Drama class the assignment is an essay on how to design and build a set for Shakespeare's play Romeo and Juliet.
    b. In English class the assignment is an essay satirizing students' manners in the cafeteria.
    c. In Social Studies (it is a presidential election year) the assignment is an essay persuading people to remain loyal to their political party.
    d. In music class the assignment is an essay explaining the mathematical aspects of music notation.

*75. In which one of the following topics would your essay be most like writing a poem?
- a. In Guidance class the assignment is an essay on your pet gripe.
- b. In science class the assignment is an essay on the care of the microscope.
- c. In English class the assignment is an essay on how to care for a microscope mimicking a science teacher.
- d. In woodworking class the assignment is an essay on how to build a bookcase.

*76. In which one of the following topics would your essay be most like a policeman holding his hand out in front of him with the palm out?
- a. In drama class the assignment is an essay on how to design and build a set for Shakespeare's play Romeo and Juliet.
- b. In home economics write an essay on why it is important for boys to learn to cook.
- c. An English class assignment is to write a poem criticizing a habit of young people today.
- d. In English class the assignment is an essay satirizing students' manners in the cafeteria.

77. In English class the assignment is an essay telling why you think photography is the most interesting hobby a person can have.
In which one of the following situations do gestures have a job most like the language you would use in your essay?
- a. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.
- b. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.
- c. A little girl is practicing on the piano. She plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and slams both hands down on the keys.
- d. A salesman has been talking to his client about an insurance policy. He tries to close the deal by saying, "Why not get this added protection now?" The client reaches for his pen and signs his name on the line.

78. In social studies (it is a presidential election year) the assignment is an essay persuading people to remain loyal to their political party.

In this writing assignment what job will your language be doing?
- a. expressing joy, grief, pain or anger
- b. directing someone else's behavior
- c. creating a feeling of togetherness
- d. letting us in on a new experience

*79. In music class the assignment is an essay explaining the mathematical aspects of music notation.
In which one of the following situations do gestures have a job most like the language you would use in your essay?
- a. A father speaks to his daughter, "Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.
- b. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.
- c. A lady at a wedding reception, serving coffee to the guests, smiles as she serves each one.
- d. A little girl is practicing on the piano. She plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and slams both hands down on the keys.

80. In your English class the assignment is to write an epic. It should be fairly short and it should imitate Homer's style in The Odyssey.

In which of the following situations do utterances have a job like the language in your epic?
- a. A teacher at the front of the room says, "For next Monday write a short theme on some aspect of your hobby or favorite pastime activity."
- b. A small boy is sitting on his front step on the evening of the 4th of July. As he takes in all the noise and colored lights he says, "Wow! this is really something! Wow-ee!!"
- c. A boy with a water pistol in school fires at a girl. The teacher asks him to place it on her desk. He says, "Please let me keep it. I won't shoot it again, I promise."
- d. She dwelt among the untrodden ways
  Beside the springs of Dove,
  A Maid whom there were none to praise
  And very few to love:

*81. In English class the assignment is to write an essay on why you think redheaded girls would make the best wives. The language you use will get its force in one of the following ways. Which one?
- a. the accuracy of its description
- b. undesirable consequences if the audience disregards it
- c. depth of the speaker's feelings
- d. feeling of togetherness between speaker and audience

82. In Speech class the assignment is to give a speech on the growth and development of labor unions during the twentieth century.

In which of the following situations do gestures have a job like the language you would use in this speech?

a. A band leader in a high school steps to the stand and taps it with his baton. The students stop chatting and get ready to play.
b. A father speaks to his daughter, "Bring me my pen, please." She replies, "Where is it?" The father points toward his desk.
c. A salesman has been talking to his client about an insurance policy. He tries to close the deal by saying, "Why not get this added protection now?" The client reaches for his pen and signs his name on the line.
d. A little girl is practicing on the piano. She plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and begins again; she plays a few measures, makes a mistake, and slams both hands down on the keys.

*83. How many uses of language are there?

a. Two: questions and answers
b. Three: imperative, declarative, and interrogative
c. Six
d. As many as you need

APPENDIX C

SATIRE

DIRECTIONS

You have before you two sets of materials. One set is the test itself. The second is the instructions which you are now reading. Instructions within the test will refer you to the appropriate passages.

Your answers to all questions in this test are to be recorded on a separate answer sheet. Print your name, name of your school and city, title of this test and date on your answer sheet. Do this now; then finish reading these directions.

Each exercise in this test consists of a question followed by several suggested answers. The answer sheet contains sets of spaces. Each set is numbered to correspond to a question in the test. To mark an answer, decide which of the suggested answers is best; then, on the answer sheet, find the set of spaces numbered the same as the question. Make a heavy black mark in the space corresponding to the best answer. That is, if you think answer a is best, mark the first space; if answer b is best, mark the second space, etc.

If you change your mind about an answer, erase your first mark completely. Then mark the space for the answer you prefer. Make certain each time that your mark is placed in the set of spaces numbered the same as the question. Any mark wrongly placed will count against you.

A LIST OF DEFINITIONS FOR SATIRE

Question number	
12	Martyr - one who prefers death to giving up a belief
14	Melodramatic - exceptionally dramatic
17	Toga - a gown, or loose outer garment
28 & 59	Cynical - sneering disbelief
34	Vanity - prideful self-love
36	Incensed - angered Hypocrisy - act of pretending to be something one is not
37	Melancholy - sadness
42 & 43	Tremulous - shaking, trembling; timid Plaintive - sorrowful, mournful Wistfulness - yearning or desiring

SATIRE
Grade 9

Question 1 - 5 deal with a paragraph from Mark Twain's Tom Sawyer (Ch. 33). After Becky and Tom find a way out of the cave, the townsmen seal it up so that no more children can get lost there. They do not know that Injun Joe is in the cave. Tom tells them, they rush to the cave to release him, but it is too late. He is dead. The questions deal with this paragraph from Tom Sawyer:

> This funeral stopped the further growth of one thing--the petition to the Governor for Injun Joe's pardon. The petition had been largely signed; many tearful and eloquent meetings had been held, and a committee of sappy women had been appointed to go in deep mourning and wail around the Governor and implore him to be a merciful ass and trample his duty under foot. Injun Joe was believed to have killed five citizens of the village, but what of that? If he had been Satan himself there would have been plenty of weaklings ready to scribble their names to a pardon petition, and drip a tear on if from their permanently impaired and leaky waterworks.

1. Mark Twain is attacking (refer to passage above)
   a. injustices done to Injun Joe.
   b. mental defectives who loved Injun Joe.
   c. people whose sympathy blinds them to the truth.
   d. what a sneaky criminal Injun Joe was--nobody knows for sure how many village men he killed.

2. What is the tone? (refer to passage above)
   a. sympathetic
   b. unhappy
   c. sarcastic
   d. confused

3. Which of the following is most suggestive of the tone? (refer to passage above)
   a. "This funeral stopped the growth of one thing--the petition to the Governor for Injun Joe's pardon."
   b. " . . . a committee of sappy women been appointed to . . . wail around the Governor and implore him to be a merciful ass . . ."
   c. "If he (Injun Joe) had been Satan himself . . ."
   d. "Injun Joe was believed tohave killed five citizens of the village, but what of that?"

(NOTE: Correct answer is underlined
* indicates those items on the criterion test)

4. This is an example of (refer to passage above)
   a. direct satire.
   b. indirect satire.
   c. parody.
   d. fable.

5. In this passage the setting reflects (refer to passage above)
   a. an ideal village.
   b. a terroristic society.
   c. the moral and social poverty of these people.
   d. a village prejudiced against Indians.

*6. Which of the following statements from Animal Farm becomes the most ironical by the end of the novel:
   a. "And remember also that in fighting against Man, we must not come to resemble him. Even when you have conquered him, do not adopt his vices."
   b. "It was always the pigs who put forward the resolutions. The other animals understood how to vote, but could never think of any resolutions of their own."
   c. "So it was agreed without further argument that the milk and the windfall apples (and also the main crop of apples when they ripened) should be reserved for the pigs alone."
   d. "In glowing sentences he painted a picture of Animal Farm as it might be when sordid labour was lifted from the animals' backs."

7. Here is a slogan from Animal Farm: "Long live Animal Farm"--this slogan corresponds to which of the following:
   a. God save the Queen!
   b. We shall overcome!
   c. Give me liberty or give me death!

8. Here is a passage from Animal Farm: "All animals are equal. But some are more equal than others." This passage shows that the pigs
   a. were making themselves superior to the other animals.
   b. were putting a police state into existence.
   c. were stupid.
   d. were, by being clever, able to get more than their share.

9. If a writer ridicules someone or something openly, perhaps even by name, then this writer's work is called:
   a. tragic expression.
   b. direct satire.
   c. play of wit.
   d. indirect satire.

*10. Satirical writings which portray animals as human types are known as
   a. parodies.
   b. direct satires.
   c. fables.
   d. comedies.

11. Satire had its beginning in
    a. ancient Greece and Rome.
    b. continental Europe in the Dark Ages.
    c. medieval Italy.
    d. medieval England and Ireland.

MINIVER CHEEVY

by E. A. Robinson

Miniver Cheevy, child of scorn,
    Grew lean while he assailed the seasons;
He wept that he was ever born,
    And he had reasons.

Miniver loved the days of old
    When swords were bright and steeds were prancing;
The vision of a warrior bold
    Would set him dancing

. . . .

Miniver cursed the commonplace
    And eyed a khaki suit with loathing;
He missed the medieval grace
    Of iron clothing.

. . . .

Miniver Cheevy, born too late,
    Scratched his head and kept on thinking;
Miniver coughed, and called it fate,
    And kept on drinking.

12. When Robinson speaks of Miniver as a "child of scorn" he is (refer to poem above)
    a. making a direct attack on someone but using a disguised name.
    b. suggesting the attitude the reader should have toward the type of person Miniver is.
    c. suggesting that Miniver is a good critic of a bad society.
    d. suggesting Miniver is a martyr for the truth.

13. In the last two lines of the poem Miniver is revealed as a person who (refer to poem above)
    a. is trying to escape from reality.
    b. has a lung disease and is drinking his medicine.
    c. takes a cynical view of life.
    d. will probably commit suicide.

*14. In the Prince and the Pauper by Mark Twain, Tom Canty, a pauper, is invited by the Prince to his home after Tom has been mistreated by a guard at the castle gates. Tom and the Prince exchange clothing as a jest, supposedly only for a moment. They are surprised at their resemblance to one another. The Prince rushes to the gate to scold the guard who mistreated Tom, forgetting that he is dressed in Tom's rags. Outside, he is mocked and mistreated--no one believes him when he says he is the Prince of Wales. Tome has his problems, too. Neither the king nor the servants believe him when he tries to tell them he is not the Prince of Wales.

This situation is
a. heartwarming.
b. tragic.
c. melodramatic.
d. ironical.

Questions 15 and 16 refer to the following paragraph taken from The Prince and the Pauper by Mark Twain:

> The weighty business of dressing began, and one courtier after another knelt and paid his court and offered to the little king his condolences upon his heavy loss whilst the dressing proceeded. In the beginning, a shirt was taken up by the Chief-Equerry-in-Waiting, who passed it to the First Lord of the Buckhounds, who passed it to the Second Gentleman of the Bedchamber, who passed it to the Head Ranger of the Stole, who passed it to the Chancellor Royal of the Duchy of Lancaster, who passed it to the Master of the Wardrobe, who passed it to Norroy King-at-Arms, who passed it to the Constable of the Tower, who passed it to the Hereditary Grand Diaperer, who passed it to the Lord High Admiral of England, who passed it to the Archbishop of Canterbury, who passed it to the First Lord of the Bedchamber, who took what was left of it and put it on Tom. Poor little wondering chap, it reminded him of passing buckets at a fire.

*15. Mark Twain is attacking (refer to passage above)
a. bothersome ceremony and red tape.
b. titled persons.
c. passing the buck.
d. Tom.

16. The tone of this passage is gently satiric--the situation strikes us as funny. What words or phrases convey this feeling? (see passage above)
a. "one courtier after another knelt and paid his court"
b. "offered to the little king his condolences"
c. "who passed it to the . . . who passed it to the . . ."

Questions 17 and 18 deal with this passage from "The Perils of Life in Rome," by Juvenal:

> Anyway, a poor man's the butt of
>   jokes if his cloak has a rip
> Or is dirty, if his toga is slightly
>   soiled, if a strip
> Of leather is split in his shoes and
>   gapes, if coarse thread shows
> New stitches patching not one but
>   many holes. Of the woes
> Of unhappy poverty, none is more difficult
>   to bear
> Than that it heaps men with ridicule.

17. The feeling Juvenal arouses in his reader is: (see poem above)
    a. pity.
    b. contempt.
    c. prejudice.
    d. unhappiness.

18. Which of the following statements characterizes Juvenal's attitude toward Roman society: (see poem above)
    a. Juvenal is discouraged about a society which penalizes the poor because of their poverty.
    b. Juvenal hates men who are too lazy to work to better themselves.
    c. Juvenal thinks men who must patch their clothing should stay out of the public view to avoid ridicule.
    d. Juvenal thinks ridicule is good even though difficult for men to bear. It provides reason for them to work harder.

*19. "I'll hasten to say what race is most
    welcome to our millionaires
Today, one that I especially shun.
    No bashful care
Shall stop me. O Romans, I can't stand
    a Rome so Greekified.
--from "The Perils of Life in Rome," by Juvenal

Juvenal's attitude toward the Greek influence in Rome is:
a. it offends him deeply.
b. he finds it acceptable.
c. it is a delightful influence.
d. he is indifferent about it.

Questions 20 and 21 refer to the following passage:

'How many slaves
Does he keep?' 'How many engraved
Dessert plates does he eat from? How
big are they?' A man's word
Is believed just to the extent of the
wealth in his coffers stores.
Though he swear on all the altars
from here to Samothrace,
A poor man isn't believed--he has
nothing to lose in case
The gods dart lightning, and they
forgive him with good grace.
--from "The Perils of Life in Rome," by Juvenal

20. What is Juvenal's technique in this piece? (see passage above)
    a. fable
    b. parody
    c. direct satire
    d. indirect satire

21. What is Juvenal attacking? (see passage above)
    a. the possessions of wealth people.
    b. the idea that a poor man isn't believed.
    c. the Gods that dart lightning.
    d. the idea that slavery is wrong.

Questions 22 - 25 deal with the following fable by James Thurber:

THE LION AND THE FOXES

The lion had just explained to the cow, the goat, and the sheep that the stag they had killed belonged to him, when three little foxes appeared on the scene.

"I will take a third of the stag as a penalty," said one, "for you have no hunter's license."

"I will take a third of the stag for your widow," said another, "for that is the law."

"I have no widow," said the lion.

"Let us not split hairs," said the third fox, and he took his share of the stag as a withholding tax. "Against a year of famine," he explained.

"But I am king of beasts," roared the lion.

"Ah, then you will not need the antlers, for you have a crown," said the foxes, and they took the antlers, too.

MORAL: It is not as easy to get the lion's share nowadays as it used to be.

*22. Which one of the following choices best describes Thurber's lion? (see passage above)
- a. clever and courageous
- b. clever and just
- c. not so very clever, but courageous
- d. not so very clever, and rather cowardly

*23. What is the best application of this fable: (see passage above)
- a. dictators never win.
- b. he who hesitates is lost.
- c. three are betten than one.
- d. reason is stronger than reputation.

24. Thurber's main technique is (see passage above)
- a. irony.
- b. parody.
- c. tragedy.
- d. rhetoric.

25. Thurber's main purpose seems to be (see passage above)
- a. to entertain us.
- b. to be funny.
- c. to show us characteristics of these animals.
- d. to make us aware of a political situation.

26. A weaver watched in wide-eyed wonder a silkworm spinning its cocoon in a white mulberry tree.

"Where do you get that stuff?" asked the admiring weaver.

"Do you want to make something out of it?" inquired the silkworm, eagerly.

Then the weaver and the silkworm went their separate ways, for each thought the other had insulted him. We live, man and worm, in a time when almost everything can mean almost anything, for this is the age of gobbledygook, doubletalk, and gudda.

MORAL: A word to the wise is not sufficient if it doesn't make any sense.

--from "The Weaver and the Worm," by James Thurber.

What is Thurber attacking?

a. lack of communication between individuals.
b. worms talking to men.
c. nothing, this is not satire.
d. insults.

Questions 27 and 28 deal with the following fable by Ambrose Bierce:

MORAL PRINCIPLE AND MATERIAL INTEREST

A Moral Principle met a Material Interest on a bridge wide enough for but one.

"Down, you base thing!" thundered the Moral Principle, "and let me pass over you!"

The Material Interest merely looked in the other's eyes without saying anything.

"Ah," said the Moral Principle, hesitatingly, "let us draw lots to see which one of us shall retire till the other has crossed."

The Material Interest maintained an unbroken silence and unwavering stare.

"In order to avoid a conflict," the Moral Principle resumed, somewhat uneasily, "I shall myself lie down and let you walk over me."

Then the Material Interest found his tongue. "I don't think you are very good walking," he said. "I am a little particular about what I have underfoot. Suppose you get off into the water."

It occurred that way.

27. Which of the following words best describes the character of Moral Principle? (see passage above)

a. giving in
b. sly
c. happy
d. bitter

28. What is the tone of this fable? (see passage above)

a. grim
b. accepting
c. hopeful
d. cynical

*29. A Governor visiting a State prison was implored by a convict to pardon him.

"What are you in for?" asked the Governor.

"I held a high office," the Convict humbly replied, "and sold subordinate appointments."

"Then I decline to interfere," said the Governor, with asperity; "a man who abuses his office by making it serve a private end and purvey a personal advantage is unfit to be free. By the way, Mr. Warden," he added to that official, as the Convict slunk away, "in appointing you to this position, I was given to understand that your friends could make the Shikane county delegation to the next State Convention solid for--for the present Administration. Was I rightly informed?"

"You were, sir."

"Very well, then, I will bid you good-day. Please be so good as to appoint my nephew Nigh Chaplain and Reminder of Mothers and Sisters."

--from "The Austere Governor," by Ambrose Bierce

What is Bierce's attitude toward the Governor?

[✓ a.] He is no better than the convict.
b. He is taking advantage of his situation.
c. He is watching out for the well-being of his relatives.
d. He is a kind man, who is forced to do his duty.

30. The people took more pride in the duel than in all the other events put together, perhaps. It was glory to their town to have such a thing happen there. In their eyes the principals had reached the summit of human honour. Everybody paid homage to their names; their praises were in all mouths. Even the duellists' subordinates came in for a handsome share of the public approbation . . . .

--from Pudd'nhead Wilson by Mark Twain

What does Mark Twain's attitude seem to be toward this situation?

a. He is envious of their courage.
b. He is serious about the concept of "human honour."
[✓ c.] He is poking fun at these people.
d. He is condemning them for their out-moded idealism.

Questions 31 and 32 deal with the following passage by Horance Tigellius:

> This man never did anything of a piece. And awhile he would run as if he were flying from an enemy; at other times he would walk with as solemn a pace as he who carries a sacrifice to Juno. Sometimes he had two hundred servants, and sometimes only ten. Now he would talk of kings and tetrarchs, and everything great; now he would say "I desire no more than a three-footed table, a little clean salt, and a gown (I do not care how coarse), to defend me from the cold." Had you given this fine manager a thousand sesterces, who was as well satisfied with a few, in five days his pockets would be empty. He would frequently sit up all night, to the very morning, and would snore in bed all day. There never was anything so inconsistent with itself.
> --Horace Tigellius

*31. Horace's method of attack is (see passage above)
a. indirect satire
b. direct satire
c. fable
d. parody

*32. What is the writer's attitude toward his subject (see passage above)
a. He is sympathetic.
b. He wishes to insult him.
c. He is pointing out the man's follies.
d. He is pointing out the man's virtues.

Questions 33 and 34 deal with the following poem:

Epitaph for a Darling Lady

by Dorothy Parker

All her hours were yellow sands,
Blown in foolish whorls and tassels;
Slipping warmly through her hands;
Patted into little castles.

Shiny day on shiny day
Tumbled in a rainbow clutter,
As she slipped them all away,
Sent them spinning down the gutter.

Leave for her a red young rose,
Go your way, and save your pity;
She is happy, for she knows
That her dust is very pretty.

*33. What attitude best describes Dorothy Parker's attitude toward the lady? (see poem above)
a. She absolutely despises this type of vain person.
b. She totally sympathizes with such a beautiful woman.
c. She disapproves of her, but pities her.
d. She disapproves of her, but really wants to approve of her.

*34. What fault does Dorothy Parker detect in the lady (see passage above)
a. greed
b. self-pity
c. vanity
d. wastefulness

35. From Home as Found by James Fenimore Cooper:

"Such a compound of shrewdness, impudence, common-sense, pretension, humility, cleverness, vulgarity, kind-heartedness, duplicity, selfishness, law-honesty, moral fraud and mother wit, mixed up with a smattering of learning and much penetration in practical things, can hardly be described, as any one of his prominent qualities is certain to be met by another quite as obvious that is almost its converse. Mr. (Aristabulus) Bragg, in short, is purely a creature of circumstances . . ."

Define Cooper's attitude toward Mr. Bragg:
a. He pities the poor, mixed-up fellow.
b. He distrusts him because he is not a simple man.
c. He distrusts him because he thinks him a "creature of circumstance."
d. He admires him, because Bragg seems a man of the world.

Questions 36 and 37 deal with this passage:

A RADICAL PARALLEL

by Ambrose Bierce

Some White Christians engaged in driving Chinese Heathens out of an American town found a newspaper published in Peking in the Chinese tongue and compelled one of their victims to translate an editorial. It turned out to be an appeal to the people of the province of Pang Ki to drive the foreign devils out of the country and burn their dwellings and churches. At this evidence of Mongolian barbarity the White Christians were so greatly incensed that they carried out their original design.

36. Bierce is attacking (see passage above)
a. hypocrisy
b. editorials
c. Chinese Heathens
d. burning churches

37. Bierce's attitude is one of (see passage above)
a. tender love
b. gentle pity
c. mild dislike
d. bitter contempt

38.

UNSPOKEN WAR PRAYER

by Mark Twain

Oh, Lord our Father, our young patriots, idols of our hearts, go forth to battle. Be Thou near them! With them--in spirit--we also go from the sweet peace of our beloved firesides to smite the foe.

Oh, Lord, our God, help us to tear their soldiers to bloody shreds with our shells . . . help us to turn them out roofless with their little children to wander unfriended over wastes of their desolated land in rags and hunger and thirst . . . imploring Thee for the refuge of the grave and denied it--for our sakes, who adore Thee, Lord, blast their hopes, blight their lives, protract their bitter pilgrimage, make heavy their steps, water their way with their tears, stain the white snow with the blood of their wounded feet! We ask of One who is the spirit of Love and who is the ever faithful refuge and friend of all that are sore beset, and seek His aid with humble and contrite hearts. Grant our prayer, oh Lord, and Thine shall be the praise and honor and glory, now and ever. Amen.

Mark Twain is attacking
a. misguided patriotism
b. war in general
c. the speeches the enemy makes
d. religious people in general

*39. In the *Idylls of the King*, by Tennyson, Merlin is looking forward to the last battle:

Then fell on Merlin a great melancholy;
He walk'd with dreams and darkness, and he found
A doom that ever poised itself to fall,
An ever-moaning battle in the mist,
World-war of dying flesh against the life,
Death in all life and lying in all love,
The meanest having power upon the highest,
And the high purpose broken by the worm.

Tennyson is attacking
a. great battles.
b. men who yield to sadness and dreams.
c. nothing, this is not satire.
d. low ambitions having power over high ambitions.

Questions 40 and 41 deal with the poem "An Essay on Criticism" by Alexander Pope:

Of all the causes which conspire to blind
Man's erring judgment, and misguided mind,
What the weak head with strongest bias rules
Is pride, the never-failing vice of fools.
Whatever nature has in worth denied,
She gives in large recruits of needful pride;
For as in bodies, thus in souls, we find
What wants in blood and spirits, swelled with wind:
Pride, where wit fails, steps in to our defense
And fills up all the mighty void of sense.

*40. What does Pope want us to see? (see poem above)
a. Pride is nature's gift to offset man's flaws.
b. Man can be proud even though he has some weaknesses.
c. Prejudice is part of man's mistaken judgment.
d. Pride makes man a fool.

*41. What is Pope's attitude toward pride? (see poem above)
a. Pride has its use.
b. Pride is a natural trait.
c. Pride creates self-confidence.
d. Pride is a crutch.

Questions 42 and 43 deal with the poem "The Precept of Silence" by Lionel Johnson:

I know you: solitary griefs,
Desolate passions, aching hours!
I know you: tremulous beliefs,
Agonized hopes, and ashen flowers!

The winds are sometimes sad to me;
The starry spaces full of fear:
Mine is the sorrow on the sea,
And mine the sigh of places drear.

Some players upon plaintive strings
Publish their wistfulness abroad:
I have not spoken of these things,
Save to one man, and unto God.

*42. What is the tone of Johnson's poem? (see poem above)
a. happy
b. hopeful
c. sad
d. sarcastic

43. What is Johnson attacking? (see poem above)
a. nothing, this is not satire.
b. his own unrealized hopes.
c. the person who sees his sorrows reflected in nature.
d. people who confide only in God and themselves.

Questions 44 and 45 deal with the peom "Losses" by Randall Jarrell:

In our new planes, with our new crews, we bombed
The ranges by the desert or the shore,
Fired at towed targets, waited for our scores--
And turned into replacements and woke up
One morning, over England, operational.
It wasn't different: but if we died
It was not an accident but a mistake
(But an easy one for anyone to make).
We read our mail and counted up our missions--
In bombers named for girls, we burned
The cities we had learned about in school--
Till our lives wore out; our bodies lay among
The people we had killed and never seen.

*44. What is it that Jarrell wants us to see about war? (see poem above)
a. When we bomb the enemy and kill the people, something inside of us dies too.
b. It is senseless to carry on a war without new planes and new crews.
c. Life is more of a gamble if bombers are named for girls.
d. If war is to be a science it is necessary to practice on ranges with moving targets.

45. The tone of this is (see poem above)
   a. mocking.
   b. cheerful.
   c. sad.
   d. angry.

*46. From "To a Lady on her Passion for Old China" by John Gay (1725)

What ecstasies her bosom fire!
How her eyes languish with desire!
How blessed, how happy should I be,
Were that fond glance bestowed on me!
New doubts and fears within me war:
What rivals's near? A China jar.
China's the passion of her soul;
A cup, a plate, a dish, a bowl
Can kindle wishes in her breast,
Inflame with joy, or break her rest.

. . . .

Love, Laura, love, while youth is warm,
For each new winter breaks a charm;
And woman's not like China sold,
But cheaper grows in growing old;
Then quickly choose the prudent part,
Or else you break a faithful heart.

Gay's purpose seems to be--
   a. to make us laugh at her.
   b. to suggest that love of china and love of man are the same.
   c. to show that she likes china better than people, and that this is foolish.
   d. to make us like Laura.

47. From "Nothing to Wear" by William Allen Butler:

Nothing to Wear! Now, as this is a true ditty,
I do not assert--this, you know, is between us--
That she's in a state of absolute nudity,
Like Powers' Greek Slave, or the Medici Venus;
But I do mean to say, I have heard her declare,
When, at the same moment, she had on a dress
Which cost five hundred dollars, and not a cent less
And jewelry worth ten times more, I should guess,
That she had not a thing in the wide world to wear!

Define Butler's attitude toward the lady:
   a. He is very impressed by her glamour.
   b. He is amused by this kind of woman.
   c. He dislikes her for being snobbish.
   d. He admires her for her money.

48. From "Perfect Behavior" by Donald Ogden Stewart:

The proper time to send out invitations to a wedding is between two and three weeks before the day set for the ceremony, although the out-of-town invitations should be mailed in plenty of time to allow the recipient to purchase and forward a suitable present. As the gifts are received, a check mark should be placed after the name of the donor, together with a short description of the present and an estimate as to its probable cost. This list is to be used later, at the wedding reception, in determining the manner in which the bride is to greet the various guests. It has been found helpful by many brides to devise some sort of memory system whereby certain names immediately suggest certain responses, thus:

"Mr. Snodgrass--copy of *Highways and Byways in Old France*-- c. $6.50"--"how do you do, Mr. Snodgrass, have you met my mother?"

"Mr. Brackett--solid silver candlesticks--$68.50"--"hello, Bob you old peach. How about a kiss?"

Stewart's attitude seems to be:
a. only certain people should kiss the bride.
b. this is the right attitude toward gifts.
c. this is *not* the right attitude toward gifts.
d. books do not make nice wedding gifts.

49. From "In Westminster Abbey" by John Betteman:

Let me take this other glove off
As the *Vox Humana* swells,
    And the Beauteous fields of Eden
    Bask beneath the Abbey bells.
    Here, where England's statesmen lie,
    Listen to a lady's cry.

Gracious Lord, oh bomb the Germans.
    Spare their women for Thy Sake,
And if that is not too easy
    We will pardon Thy Mistake.
But, gracious Lord, whate'er shall be,
Don't let anyone bomb me.

. . . .

Now I feel a little better,
What a treat to hear Thy Word,
Where the bones of leading statesmen,
Have so often been interr'd.
And now, Dear Lord, I cannot wait
Because I have a luncheon date.

Betteman is attacking
a. nothing, this is not satire.
b. a warring Germany.
c. a shallow prayer.
d. an unfair God.

50. From "To Spend Uncounted Years of Pain" by Clough:

To spend uncounted years of pain,
Again, again, and yet again,
In working out in heart and brain
The problem of our being here;
To gather facts from far and near,
Upon the mind to hold them clear,
And, knowing more may yet appear,
Unto one's latest breath to fear
The premature result to draw--
Is this the object, end and law,
And purpose of our being here?

Clough is attacking
a. the questioning of human existence.
b. nothing, this is not satire.
c. the gathering of facts about our existence.
d. the laws of our being here.

Questions 51 and 52 deal with the poem "Grass" by Carl Sandburg:

Pile the bodies high at Austerlitz and Waterloo.
Shovel them under and let me work--
I am the grass; I cover all.

And pile them high at Gettysburg
And pile them high at Ypres and Verdun.
Shovel them under and let me work.

Two years, ten years, and passengers ask the conductor:
What place is this?
Where are we now?

I am the grass.
Let me work.

*51. What is the tone? (see poem above)
a. pleasant
b. depressing
c. scornful
d. spiteful

*52. Define Sandburg's attitude in this poem (see poem above)
a. war heroes are soon forgotten
b. grass is the most important thing
c. man, like grass, is just part of nature
d. time waits for no man

53. This question deals with these two stanzas:

You shall hear how Pau-Puk-Keewis
He, the handsome Yenadizze,
Whom the people called the Storm Fool,
Vexed the village with disturbance;
You shall hear of all his mischief,
And his flight from Hiawatha
And his wondrous transmigrations,
At the end of his adventures.

Do you ask me what I think of
This new song of Hiawatha,
With its legend and traditions,
And its frequent repetitions,
Of hard names which make the jaw ache,
And of words most unpoetic?
I should answer, I should tell you
I esteem it wild and wayward,
Slipshod metre, scanty sense,
Honour paid to Mudjekeewis,
But no honour to the muse.

The first lines are from Longfellow's "The Song of Hiawatha." The second poem is a parody of Longfellow's style. The parody is

a. ironic.
b. direct attack.
c. indirect attack.
d. comic

54. It was many and many a year ago,
In a kingdom by the sea,
That maiden there lived whom you may know
By the name of ANNABEL LEE;
And this maiden she lived with no other thought
Than to love and be loved by me.
--by Poe

It was many and many a year ago
In a District called E. C.,
That a Monster dwelt whom I came to know
By the name of Cannibal Flea,
And the brute was possessed with no other thought
Than to live--and to live on me!

The second poem is a parody of the first. What is the parodist attacking?

a. Poe's sentimental ideas about love.
b. Annabel Lee.
c. The kingdom.
d. Nothing, this is not satire.

Questions 55 - 50 deal with a passage from W. H. Auden's "The Unknown Citizen" (To JS/07/M/378 This Marble Monument is Erected by the State)

> He was found by the Bureau of Statistics to be
> One against whom there was no official complaint,
> And all the reports on his conduct agree
> That, in the modern sense of an old-fashioned word, he
> was a saint
> For in everything he did he served the Greater Community.
> Except for the war till the day he retired
> He worked in a factory and never got fired,
> But satisfied his employers, Fudge Motors, Inc.
> Yet he wasn't a scab or odd in his views,
> For his union reports that he paid his dues,
> (Our report on his Union shows it was sound)
> And our Social Psychology workers found
> That he was popular with his mates and liked a drink.
> The press are convinced that he bought a paper every day
> And that his reactions to advertisements were normal in
> every way.
> Policies taken out in his name prove that he was fully insured,
> And his Health-card shows he was once in the hospital
> but left it cured.
> Both Producers Research and High-Grade Living declare
> He was fully sensible to the advantages of the Installment
> Plan
> And had everything necessary to the Modern Man,
> A phonograph, a radio, a car and a Frigidare.
> Our RESEARCHERS into public opinion are content
> That he held the proper opinions for the time of year;
> When there was peace, he was for peace; when there was
> war, he went.
> He was married and added five children to the population,
> Which our Eugenist says was the right number for a parent
> of his generation,
> And our teachers report that he never interfered with their
> education.
> Was he free? Was he happy? The question is absurd:
> Had anything been wrong, we should certainly have heard.

55. Auden is attacking (see poem above)
    a. modern saints.
    b. Fudge Motors, Inc.
    c. useful research.
    d. conformists.

56. The setting in Auden's poem reflects (see poem above)
    a. a totalitarian state.
    b. a state where individual freedom is encouraged.
    c. a state which praises people for keeping in step.
    d. a state concerned about the mental health of its citizens.

57. The feeling Auden arouses in his reader is (see poem above)
    a. a tendency to laugh.
    b. a vague discontent.
    c. a sense of rightness.
    d. a hatred of unions.

58. In the title Auden includes this number: "JS/07/M/378."
    He does this to show us (see poem above)
    a. man is becoming just a statistic.
    b. there are so many people in the world that men need numbers for identification.
    c. advertising agencies like numbers for their computers.
    d. this is the number on his union card.

59. Consider the last two lines of the poem. Auden expects us to take them (see poem above)
    a. comically.
    b. ironically.
    c. seriously.
    d. cynically.

Questions 60 and 61 deal with this passage from Arthur Hugh Clough's "The Latest Decalogue":

> Thou shalt have one God only; who
> Would be at the expense of two?
> No graven images may be
> Worshipped, except the currency.
> Swear not at all; for, they curse
> Thine enemy is none the worse.
> At church on Sunday to attend
> Will serve to keep the world Thy friend.
> Honor thy parents; that is, all
> From whom advancement may befall.
> Thou shalt not kill; but need'st not strive
> Officiously to keep alive.
> Do not adultery commit;
> Advantage barely comes of it.
> Thou shalt not steal: An empty feat,
> When it's so lucrative to cheat.
> Bear not false witness; let it lie
> Have time on its own wings to fly.
> Thou shalt not covet, but tradition
> Approves all forms of competition.

60. Clough's poem is effective because (choose the best answer) (see poem above)
    a. he makes us see the difference between the way we are and the way we should be.
    b. the verse is in rhymed couplets which is a most effective verse form for satire.
    c. he is attacking The Ten Commandments and showing us a more modern morality.
    d. he uses words and syntax usually reserved for religious worship to attack the emptiness of our moral convictions.

61. Clough makes us feel (see poem above)
    a. grief.
    b. lighthearted.
    c. happy.
    d. uneasy.

Questions 62 and 63 deal with the poem "Richard Cory" by E. A. Robinson:

Whenever Richard Cory went down town,
We people on the pavement looked at him:
He was a gentleman from sole to crown,
Clean favored, and imperially slim.

And he was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
'Good-morning' and he glittered when he walked.

And he was rich--yes, richer than a king--
And admirably schooled in every grace:
In fine, we thought that he was everything
To make us wish that we were in his place.

So on we worked, and waited for the light,
And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

62. This is very ironic because (see poem above)
a. Richard Cory, a gentleman, was friendly to people.
b. one who is so rich is seldom so charming.
c. most of the people had to work awfully hard for a living.
d. the people were envying a man who was really unhappy.

63. The tone of this is (see poem above)
a. cheerful.
b. despairing.
c. bitter.
d. mocking.

*64. That the lowest boughs and the brushed sheaf
Round the elm-tree bole are in tiny leaf,
While the chaffinch sings on the orchard bough
In England--now! --Browning

There's a horrible fog i' the heart o' the town,
And the greasy pavement is damp and brown,
While the rain-drop falls from the laden bough
In England-----------now! --Anonymous

The second poem is a parody of the first. Define the parodist's attitude toward Browning's poem:
a. He agrees that England is a beautiful place in springtime.
b. He is amused that Browning should find England beautiful.
c. He thinks Browning is unrealistic about England.
d. He hates England and can't stand for Browning to like it.

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